

# Inclusion in Enfield

## *Guidance Handbook for Educational Settings (February 2019)*





## Introduction

*“As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.” (SEND Code of Practice para 1.26)*

The purpose of this booklet is to realign the principle of inclusion within Enfield. Inclusion is a term which is freely used and yet its clarity remains fogged and although the intention may be strong, the practice very often is not.

We need to share a common understanding of the term inclusion which is so freely used. We all think we are inclusive but are we really?

We also need to work together to ensure the procedures and practices carried out in the name of “inclusion” do progress the inclusion agenda and do not mitigate against our agreed principles.

There is no clear definition which can be captured in a single phrase – but perhaps by scrutinising the chapters in this booklet the concept and practice within your school setting, it will become clearer. Some of the points or questions offered may help you to review your school’s working practice.

Although Special Educational Needs plays a large part in this concept – the handbook seeks to offer a wider perspective which includes all children and young people and families.

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# PART 1 – Understanding Inclusion

## What is Inclusion?

- Defined in the simplest form, Inclusion means that everyone is involved – however, it is more complicated than that definition suggests. Miller and Katz (2002) defined inclusion as: *“a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best.”*
- It is described by some as the practice of ensuring that people feel they belong, are engaged, and connected. It is a universal human right whose aim is to embrace all people, irrespective of race, gender, disability or other attribute which can be perceived as different.
- It is about valuing all individuals, giving equal access and opportunity to all and removing discrimination and other barriers to involvement.
- From an ethical point of view, human rights are fundamental to overcoming disabling barriers and promoting inclusion.  
Work towards inclusion must be active. It involves imagining better and understanding that we all have something to contribute.  
“Inclusion is a never-ending process concerned with the involvement of individuals, the creation of participatory systems and settings, and the promotion of inclusive values.” (Booth and Ainscow, 4<sup>th</sup> edition of Index for Inclusion)
- It is about reducing all forms of exclusion and discrimination
- Inclusion can be assisted by restraining from ascribing ability labels to children from a very early age which restricts considering future achievements and affects self-worth and encourages disaffection
- It is about recognising we are “one” although we are not the “same”
- It is not purely about pupils with “special educational needs” but also relates to other issues such as sexual orientation, gender, age, ethnicity, class and disability
- Inclusion is about creating a sense of community and belonging and encouraging mainstream and special schools, indeed all educational settings, to come together to support each other and their pupils
- It is about much more than a mainstream placement – it relates to an appropriate and personalised curriculum, resources, positive staff attitudes and skills to ensure pupils are “included” in any meaningful sense

## **A world without Inclusion....**

Without inclusion we resort to valuing some people over others and not treating people equally. We discriminate and close people out of participating in society. We view differences as problems or with suspicion and believe that only academic attainment is the bedrock of education to be achieved by the few.

## **What Inclusion means in Enfield**

Inclusion is a whole school issue and a whole community issue which is a responsibility for all citizens. Everyone benefits from an inclusive society and the strongest link in the chain is inclusive education. This is where acceptance, understanding, tolerance and respect begins and supports with shaping a more inclusive society in the future.

Therefore, schools should preserve the inclusive ideal and fight against the exclusionary tensions that stop participation.

Enfield values the uniqueness of all individuals and aims to provide access to inclusive educational experiences for all pupils and endeavours that all should have access to educational experiences designed to offer opportunities to achieve his/her full potential and equipped to live as independently as possible in their adult life.

Enfield Local Authority (LA) is fully committed to;

- Educating and providing for all children/learners in the area.
- Keeping learners in the Enfield borough.
- Providing a range of educational provisions to meet all requirements.
- Working with schools to continue to develop inclusive policies and practices.
- Involving all educational partners in inclusive developments.
- Identifying and disseminating good inclusive practice.
- Supporting educational settings to undertake their individual inclusive responsibilities, including preparing for adulthood, thereby contributing to the whole community
- Providing professional development opportunities for understanding and promoting inclusion.
- Monitoring progress towards inclusive practice -both at Local Authority level, whole school and individual pupil level.

## **Inclusive values**

It is acknowledged that educational settings face many challenges such as budgetary restraints, the increase in complex needs, retention of staff, expertise of staff...but since this is about the rights of individuals it has to be done.

Inclusion is about change and therefore it is exciting and challenging. The key ingredient in effective support of change is SUPPORTIVE RELATIONSHIPS. It is about understanding and embracing key Inclusive values.

Values are meant to influence the pathway of the school and should be a force for school development. Each value summarises an area of action and aspiration for education and society as a whole:

- **Equality** – This relates to everyone being treated and valued as of equal worth-it is not about being treated the same. In schools this will have an impact on how adults and children behave towards each other.
- **Rights** – This is a way of expressing the equal worth of people. Rights are unconditional and all people hold rights equally. Children and young people have a right to free, public (state provided) education of high quality in their locality.
- **Respect for Diversity** – This involves valuing others and treating them well. It encompasses every-one and it is about difference within a common humanity. Diversity can include seen/unseen differences and similarities and an inclusive approach needs to ensure fairness and parity is employed.
- **Participation** – Participation is about being with others and collaborating with others. This can relate to active involvement in learning and involvement in decisions. Participation is increased when engaging with others on an equal basis and accepted and valued for self. All parents and pupils should be actively encouraged to make their views known and they should be considered.
- **Community** – Community is built through collaboration and is linked to a sense of responsibility for others. An inclusive school community should be a model for being an active citizen outside school. It is about developing sustainable relationships between schools and surrounding communities.
- **Non-violence/resolution** – this involves listening to and understanding the point of view of others. It requires the development of the following skills – negotiation, mediation and conflict resolution. It links to disputes being resolved through dialogue, not coercion.
- **Trust** - We exist in relationships connected to key people around us. Trusting relationships lead to the development of self-respect and a secure identity. Being free to speak and to have respectful engagement and a fair response encourages learning.
- **Honesty** – Is linked to sincerity and integrity. It includes helping young people and children making informed decisions and asking difficult questions without fear of ridicule. Also, it is linked to admitting mistakes and acknowledging the limits of personal knowledge.
- **Love/Compassion** – This involves understanding the suffering and emotions of others. Mistakes can be acknowledged, apologies accepted, and forgiveness is a real possibility. All children and young people should be cared for equally and by considering the children and young people as if they were your own, sometimes gives a different perspective. Staff should develop a secure trusting relationship that values their own individuality and demonstrates empathy.

## **Inclusive pedagogical principles: teaching and learning**

<b>Inclusion in Education involves:</b>
1. Putting inclusive values into action.
2. Acknowledging the right of children and young people to a high - quality education in their local community.
3. Embracing the whole community's value of inclusive education and sharing the responsibility.
4. Reducing exclusions – including unlawful part-time timetables and any exclusion related to a disability.
5. Fostering relationships with other schools and the surrounding communities.
6. Supporting everyone to feel they belong.
7. Increasing participation in teaching and learning activities.
8. Reducing discrimination and barriers to learning and participation.
9. Reviewing policies and practice to respond to diversity in ways which value everyone equally.
10. Improving the school experience for parents/carers.

Booth and Ainscow (The Index for Inclusion, 2016) have identified the following:

Education should

- Set no limits on what can be achieved
- Build learning from personal and shared experience
- Involve learning activities outside the classroom
- View practical skills as of equal value to academic skills
- Make connections between understanding/knowledge in different subjects
- View good relationships as important in themselves as well as support for learning
- Connect what happens locally to what happens globally
- Nurture lifelong activities and interests
- Recognise that learning in earlier life shapes later life
- Focus on enabling learning and teaching to flourish – not purely on attainment outcomes
- Consider school a support for all in the community
- Emphasise the interdependence of people
- Support active, democratic local and global citizenship



## **Barriers to learning and participation**

These can be found in a multitude of aspects both inside and outside schools. The buildings of a school, its organisation, the relationship between adults and pupils and the approaches to teaching and learning can all be barriers. Likewise, so can the families and communities outside school.

Therefore, identifying barriers and acting to resolve them is a positive step forward and should be an on-going process which can benefit all pupils – even those without an official label or those with an unofficial label awarded by the school irrespective of a formal diagnosis.

## **How does your school view Special Educational Needs?**

Consider the following -

Labelling a pupil, and using that label as a deficit, can reduce the level of expectations.

- Do all adults and pupils believe that high achievements are possible for all pupils?
- Do teaching staff take responsibility for the teaching of pupils who are experiencing the greatest barriers to learning?
- Are the achievements of all pupils valued in themselves as opposed to being compared to others?
- Is there a strong view that children with “special educational needs” have a limited potential?
- Do staff actively endeavour to challenge any sense of failure /difficulty expressed by a pupil or family?
- Do staff encourage a view that **all** pupils have gifts and talents?
- Does the label “special educational needs” restrict creative responses to barriers?
- Do all pupils experiencing barriers to learning/participation require a label or an EHCP?

## **Ensuring special educational needs policies support inclusion**

- Avoiding the temptation to label all pupils - even those without an official diagnosis – and use with extreme care and sensitivity.
- Using pupils developmental stage as a starting point for Teaching and Learning.
- Using resources to assist and benefit all pupils.
- Understanding that a child with SEN is an individual and not defined by any impairment.
- Minimising the withdrawal of pupils from mainstream lessons.
- Adult support is seen as a requirement for all pupils on occasion.
- Use adult support to maximise pupil independence.

## **Equal value of all pupils**

- All forms of diversity are viewed as an enrichment to the school community.
- The efforts of pupils of all abilities are appreciated.
- Staff avoid creating hierarchies of children based on ability/background/ SEN.
- Displayed work should include examples from ALL pupils.
- All pupils can participate in all school/community activities.
- Family structures and groupings are treated with sensitivity.
- Adults should consider their own attitudes to diversity and address these thereby reducing the possibility of discrimination. This should also be explored with pupils.
- There should be a robust culture of disapproval of stereo-typing and discriminatory name-calling.

## **Admission of pupils**

Acknowledging that school is an important part of the local community, it can model inclusivity to its community to illustrate that all children and families are valued equally.

Enfield endorses the value of inclusivity which is a shared responsibility among all educational settings. The promotion of a fair, tolerant and supportive society can be achieved through collaboration and partnership working. Inclusion involves providing the schools and support systems needed for all those who require them – this is a civic responsibility.

- Pupils from the local area should be welcomed to attend school regardless of background, impairment or attainment.
- Schools welcome all families – they do not make the parents feel uncomfortable or “recommend” another educational setting.
- Schools should discharge their legal duty to ensure that pupils in Care are welcomed into school.
- Schools will ask for, and offer, peer-to-peer support to enable the educational community to build strength and expertise in inclusion. We will embrace and celebrate our achievements.

## **Encouraging the participation of all pupils**

- Learning activities take account of the various interests and strengths of pupils and extend learning of all pupils.
- It is understood that everyone has a part to play in the teaching and learning regardless of impairment or attainment.
- Pupils share their experience of situations, overcoming difficulties and experiences.
- There are opportunities for a range of group work as well as individual work.
- Planning should identify and minimise barriers to learning through a range of strategies and reasonable adjustments.
- Flexible learning arrangements are possible.
- Time is taken to engage the class and individual pupils.

- Feedback from pupils is sought about learning activities and their comments make a difference.
- Activities are planned to ensure pupils can support each other's learning.
- The curriculum is adapted as required.
- Open-ended questions are a feature of all lessons
- Pupils are encouraged to say when they do not understand without reproach.
- Staff demonstrate they respect and value an alternative view.
- Attention is paid to the quiet pupil to ensure they are not forgotten.
- Lessons incorporate knowledge, experience and skills from outside school.
- A range of responses to learning is acceptable e.g. drawings, photos, diagrams, poems.

## **Assessment and Homework**

- Assessments encourage the achievements of all pupils.
- They are used to guide areas for focus and track pupil progress.
- Assessment of learning is linked to a reflection of teaching.
- To make improvements, pupils are encouraged to reflect on their oral and written contributions to class.
- Assessment considers the barriers that can impede learning.
- Written feedback is consistently encouraging and supportive.
- Assessments should help pupils reflect on their own learning.
- There are a variety of assessment methods which complement different learning styles.
- Assessment results impact on the teaching strategies deployed and the range of learning activities.
- Parents/carers are involved in responding to the learning of pupils.
- The purpose of homework is clear to staff, pupils and parents and contributes to learning.
- Staff should have an accurate idea of the time it takes to complete a homework, and this should be differentiated/outcome differentiated to accommodate pupils.

## **Behaviour**

Poor behaviour can be linked to several triggers – boredom, feeling unfairly treated, low self-esteem, an individual fear, an inability to cope, feeling “picked on”, bullied or discriminated against, being judged, feeling helpless, lack of structure, misunderstandings and miscommunication.....

The notion that poor behaviour is not a special educational need has been widely accepted and reinforced within the Code of Practice (2015). It is recognised as a symptom of an unmet learning or mental health need which may present itself in a range of forms – but importantly, it is indicative that something is wrong. By knowing the pupils, their families and their social circumstances support and guidance can be developed to suit the individual circumstances.

Some considerations for schools:

- The Behaviour Policy should be clearly written following consultation with pupils, parents, staff and Governors.
- The values held by the school should underpin this policy.
- Barriers to learning and participation should be in place.
- Engagement in learning activities should be linked by relevance and interest.
- There should be an acceptance of expected behaviour by both staff and pupils.
- Prevent a pool of disaffection in devalued teaching groups.
- Swift action to address and de-escalate a situation is available.
- Open communication ensures a pupil can access responsive support before a situation escalates.
- Regular anger in a pupil regarded as a reason to elicit support/help rather than punishment.
- The staff treats all incidents of behaviour consistently and fairly.
- Staff share strategies and support to overcome difficulties with pupils.
- There should be clear procedures understood by both staff and pupils for responding to challenging behaviour.
- The school initially responds to behavioural incidents with a restorative/rehabilitative approach rather than a punitive approach.
- A focus is settled on raising low self-esteem and self-worth.
- Adults model empathy, forgiveness, respect understanding and supportive relationships.
- There is a clear understanding by both adults and pupils as to what constitutes bullying and what behaviours are acceptable/not acceptable. This includes cyber bullying.
- The school management should not avoid exploring bullying to maintain a superficial positive image of the school.

## **Exclusions**

Statutory guidance from the Department of Education (DfE) explains the protocols and processes for permanent exclusions which applies to all maintained schools, academies and pupil referral units in England.

The Headteacher must always consider the school's responsibilities under the Equality Act (2010) when deciding whether or not to exclude a pupil. They must not discriminate against, harass or victimise pupils because of their sex, race, disability, religion or belief, gender reassignment, sexual orientation or pregnancy/maternity.

The Headteacher must also take account of any contributing factors that are identified after an incident of poor behaviour.

- Headteachers have the right to exclude, following the correct procedures, where they feel it is necessary – but schools have a wide range of exclusion rates, including schools with similar catchment areas. Schools should compare their exclusion rates with schools with a similar demographic.

- Regular reports on disciplinary exclusion should be monitored and shared regularly with staff, parents, Governors and pupils.
- Pupils should be given the opportunity to present their case before any exclusion.
- Interventions should have been put in place to address any underlying causes of disruptive behaviour.
- Schools have a responsibility to make “reasonable adjustments” to policies and practices to ensure barriers to learning and participation are removed.
- It is unlawful to exclude because the pupil has an additional need/disability that the school considers it is unable to meet.
- Pupils with an EHCP/LAC make up a high percentage of excluded pupils. These are the most vulnerable pupils and Headteachers should avoid permanently excluding these two groups. A multi-agency meeting or emergency Annual Review is the way forward.
- All pupils are entitled to a full-time education and if a school chooses to use a part-time timetable, this should be planned to enable the pupil to attend full-time as soon as possible.
- An informal exclusion involves the pupil being sent off the school premises where this is not officially recorded as an exclusion. (Sending a pupil home to “cool off” – even with parental agreement) This is unlawful.
- Ofsted may also seek details of internal exclusions (rates, patterns and reasons) and they will evaluate how Senior Leaders use this strategy to improve behaviour.
- The school should not encourage absence as an informal form of exclusion or to gain good exam results or inspection reports.

## Teaching Assistants

The expectation is that the needs of all pupils should be addressed through Quality First Teaching.

*“6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

*6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (SEND Code of Practice)*

The Education Endowment Foundation (EEF) Guidance Report entitled “Making the best use of Teaching Assistants” (2015) contains recommendations to maximise the impact of Teaching Assistants in classroom contexts, in delivering structured interventions out of class and on linking learning. It suggests that noticeable improvements in pupil outcomes can be made through the thoughtful deployment of support staff.

It is important that a “separation” effect does not happen within the classroom whereby the high amounts of TA support given to individual pupils can result in pupils spending less time within the whole teaching set, less time with the teacher and have less peer

interaction time. This can result in a dependency issue, isolation and impede pupil progress.

The recommendations are as follows:

- Teaching Assistants (TA) should not be used as an informal teaching resource for low-attaining pupils.
- They should add value to what the teacher does – not replace them. Pupils who struggle should have as much time with the teacher as others.
- TAs should develop independent learning skills and ensure pupils have ownership of tasks.
- TAs and teachers need to work and plan collaboratively for working in the classroom
- Delivering high quality one-to-one or small group support can have a good impact if TAs work in structured settings with high quality support and training.
- Evidence-based interventions should be adopted to support the TAs in their small group/one-to-one instruction.
- Connections must be made between class teaching and structured interventions.

The deployment of the TA force is a school leadership issue. The role should be clearly defined and considered in relation to the drive to school improvement. Once clarified, it should be clearly communicated to parents/carers as the deployment of the TA workforce is the responsibility of the school.

## **Involvement of Parents/Carers**

It is acknowledged that, generally, parents/carers have a great deal to offer in the education of their children. The role of parents in their children's education has long been recognised as a significant factor in educational success and school improvement (Epstein, 1996, Safran, 1996). They know them best and are their advocates throughout life. Very often they have fought the "system" for their children.

Schools must do their part to encourage parental involvement in education. Key activities include making parents feel welcome at school, involving parents in decision making, and implementing programmes to provide information about parenting skills and community resources.

By recognizing the roles of parents in their child's education and offering them support to reach those roles, staff members are communicating to parents that their role in their child's education is **valued**. By working together, staff and parents can create and maintain a high-quality educational programme for children.

## **PART 2 - Rights, Responsibilities and Recommendations “The 3 Rs”**

To enable Schools/Educational Settings to meet the needs of pupils with  
Special Educational Needs and/or Disabilities

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# Rights and Responsibilities

## Disability Discrimination

### The Legal Duties

The SEN and Disability Act 2001 amended the SEN Framework (Education Act 1996) and extended the Disability Discrimination Act (DDA) 1995 to cover the provision of education. This was to ensure access to education and inclusion of disabled pupils in every aspect of school life. This was then subsumed into The Equality Act 2010.

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if;

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification
- It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the “reasonable adjustments” duty.

Therefore schools must be anticipatory and reduce/remove any barriers to ensure a disabled child is not put at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and “education and associated services “ - a term that covers any aspect of school life which will include the curriculum, after-school clubs, break/lunch time, school trips, participation in school concerts/ performances etc.

**Please note that exclusion is not a reasonable adjustment and would put a pupil at a substantial disadvantage. If the exclusion is for a reason relating to a pupil’s disability it may amount to discrimination. The use of part-time attendance at school is regarded legally as an unlawful exclusion**

The governing body is the “responsible body” for the DDA duties and needs to ensure that all employed within a school - staff or volunteer - is aware of the duties owed to disabled pupils.

If a parent believes that their child has been discriminated against, they can make a claim of disability discrimination to the First Tier Tribunal (also known as SEN and Disability Tribunal - SENDIST). If the tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit, except financial compensation.

## Definition of Disability

A disabled person is someone who has:

***“A physical or mental impairment which has a substantial and long- term adverse effect on his or her ability to carry out normal day-to-day activities”***

Explanation of the definition:

**“Physical impairment”** includes sensory impairment

**“Mental impairment”** includes learning difficulties and an impairment resulting from or consisting of a mental illness



This can include a wide range of impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not in itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

“Long-term” is defined by the DDA as having lasted or being likely to last 12 months or more

“Substantial” means “more than minor or trivial”

### **“Normal day-to-day activity”**

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger

## **Diagnosis**

The existence of an impairment or condition should not be confused with whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

### **The definition of special educational needs**

The Education Act (1996) says that *“a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him/her”*. It also states that *“a disability, which prevents or hinders them from making use of education facilities”* amounts to a learning difficulty if it calls for special educational provision to be made. Special educational provision is provision that is additional to, or different from, that which is normally available.

Therefore, the definition of learning difficulties in the legislation includes children who have a disability and who need something additional or different to be provided for them. So, for example, a child with a visual impairment who needs materials to be provided in an enlarged font, is defined in the legislation as having a learning difficulty even if they are not behind in their learning.

## **Disability and special educational needs**

Many children who have SEN will also be defined as having a disability under the Equality Act 2010. It may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer.

However, not all children who are defined as disabled will have SEN. For example those with severe asthma, arthritis or diabetes may not have SEN but they have rights under the Equality Act 2010. Similarly, not all children with SEN will be defined as having a disability under the Equality Act 2010.

The introduction of the SEND Code of Practice 2015 has resulted in the commonly used term SEND.

## **Making reasonable adjustments**

The Equality Act 2010 requires schools to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. The following key factors should be considered by the school:

- A vision and set of values based on an inclusive ethos
- A solution focused attitude from all staff
- A pro-active approach to identifying barriers and finding practical solutions
- Strong collaborative relationships with pupils and parents
- A positive approach to managing behaviour
- Strong leadership by senior management and governors
- Effective staff training and development
- The use of expertise from outside school
- Building disability into resourcing arrangements
- A sensitive approach to meeting the needs
- Regular critical review and evaluation

## **IMPORTANT AREAS**

The following responses are sometimes those expressed by a school and draw attention to their concerns;

### **1. “Who’s going to pay for it?”**

Provision for individual pupils with SEND comes through the SEN framework. Provision is funded by the school, from its own resources including the additional needs element in the school budget and, in the case of a pupil with an Education, Health and Care Plan (EHCP), by the LA as well.

Making reasonable adjustments is usually about:

- How resources are used
- How schools are organised
- Policies, practices and procedures

It would be a mistake to think that reasonable adjustments cost a lot.

### **2. “He can’t go on the school trip. It’s a health and safety issue.”**

The Department for Education emphasises the inclusion of all pupils:

“Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate”.

Health and Safety considerations are a crucial part of the planning of any school trip. They do not bar disabled pupils from participating. In line with the guidance, a risk assessment needs to be carried out and reasonable adjustments for disabled pupils should be part of this risk assessment.

### **3. “We can’t change this because of the National Curriculum”**

The National Curriculum framework sets out two principles that are essential to the development of a more inclusive curriculum.

These are:

- Setting suitable challenges
- Responding to pupils’ needs and overcoming potential barriers for individuals and groups of pupils

Therefore, rather than constraining what schools can do, the National Curriculum requires schools to adapt their approach to ensure all pupils can access the curriculum.

### **4. “We can’t take this child unless he has full-time support.”**

A support assistant may be an important part of a pupil’s special educational provision, but placing conditions on the admission of a disabled pupil, or potential pupil, may amount to discrimination. It is very important not to jump to conclusions about what support is required for a pupil and remember that the provision should enable the child to become more independent and reduce dependency.

### **5. “We can’t take this child because of League Tables.”**

Many schools find that the changes they make for disabled pupils make the school a better place for teaching and learning which can lead to better outcomes for all pupils. Ofsted will focus on progress as well as attainment therefore it is important to make sure that baseline assessments occur on entry and these remain consistent so that progress can be shown in a range of areas.

### **6. “Their attendance at our school would be incompatible with the efficient education of others.”**

If the pupil has never attended your school, experienced your environment and never met your teaching staff then what evidence do you have to support this judgement? There are many variables, so the legislation will assume that all schools can make reasonable adjustments. If after a period of time, it proves to be difficult to include the pupil even with reasonable adjustments in place it is then acceptable to consider other options.

## **EXCEPTIONS**

A responsible body is not required to remove or alter a physical feature of the school. However schools will have their own accessibility plan that outlines how it plans to improve its access for pupils, staff and visitors with disabilities in a given timeframe.

Should a parent consider that a school has discriminated against their child they do have the right of appeal to the Special Educational Needs and Disability Tribunal against the school.

# Recommendations

## 1. BACKGROUND

These guidelines are intended to be a support to schools in providing details of reasonable adjustments and relevant and purposeful measures that a school may be able to provide for a pupil with special educational needs prior to any:

- Consideration of a request for a Statutory Needs Assessment
- Pupil being excluded

The recommendation that a school should make adjustments to accommodate the needs of pupils with special educational needs is in keeping with the current guidance as detailed in the Code of Practice. Schools are required to make reasonable adjustments and relevant and purposeful measures to meet the pupil's special educational needs, ensure curriculum access and to include the pupil in the life of the school.

When using this guidance:

- It is important to note that it does not contain an exhaustive list of all strategies but is a useful reference point for teachers and SENCOs
- While strategies have been listed under one particular SEN category, these are interchangeable, for example, the ASD strategies may also be applicable to a pupil with social, emotional and mental health difficulties
- It is accepted that it may not be possible or appropriate for some or all of these to be undertaken in every school
- It is expected that schools will normally implement, monitor and review appropriate strategies for at least 2 "assess, plan, do, review" cycles
- Teachers should use their professional judgement regarding the appropriateness of strategies for individual pupils

## 2. GENERIC STRATEGIES FOR SEN

This section deals with examples of generic strategies which may be implemented in support of differing types of special educational need

### Relevant and purposeful measures

- Whole school and individual teacher planning to ensure that clear and realistic targets are set for each pupil
- Support plans should include specific targets relating to a pupil's SEN
- Any external agency, including Educational Psychology, recommendations should be reflected in the targets
- Learning goals should be clearly defined and shared with the pupil

- Activities should be of interest to the pupil
- Opportunities should be provided for the pupil to transfer learning from one situation to another
- Enable staff to access specialist training thereby increasing their capacity to meet the needs of pupils
- The school should develop a culture of sharing good practice with opportunities for staff peer support and self- evaluation

Reasonable Adjustments to include the pupil in the life of the school and ensure curriculum access

#### Environment

- Modify workspaces to avoid clutter and minimise distractions
- Provide visual timetables
- Noise level and lighting should be conducive to work
- Consideration should be given to seating arrangements
- Appropriate resources/equipment should be organised and readily available for all pupils when needed

#### Pupil access to curriculum and examination materials

Opportunities should be provided for:

- Alternatives to written assignments/tests/examinations
- Provision of lesson summaries
- Structured teaching programmes
- Extended thinking time
- Use of individualised materials
- Use of picture dictionaries
- Modification of the language used for internal tests/examinations
- Use of a reader
- Peer support
- Regular monitoring and recording of progress

#### Adjustments to curriculum materials

- The arrangements for teaching should be sufficiently flexible to allow the pupil to experience success and to complete tasks without undue stress

- Teaching should be broad and sufficiently flexible to engage the pupil in learning and to promote individual learning in a variety of contexts
- Opportunities should be provided for:
  - Use of materials in alternative formats eg audio, large print, use of chapter summaries
  - Use of cues for spelling, written work eg word lists, wall posters, charts
  - Longer tasks broken down into smaller chunks
  - Prepared handouts and notes to be made available
  - Individualised directions and instructions
  - Differentiated homework
  - Short work assignments
  - Use of spellcheckers
  - Use of ICT interactive software
  - Peer readers/paired reading
  - Teaching approaches include visual, auditory and kinaesthetic elements
  - Pupils to respond in a variety of ways eg oral, practical, written
  - Books and materials should be matched to pupil's cognitive level
  - Supportive marking practices should be adopted
  - The pupil should be included in extra-curricular activities
  - Progress should be regularly monitored and recorded
  - Reward progress with favoured activities
  - Pupil involvement in decision making and recording
  - Extra time to complete tasks and internal exams
  - Use of a scribe

#### Social factors/relationships

- Classroom procedures and rules should be made clear, understood by all pupils and consistently applied
- Clear instructions should be given about the tasks in a variety of ways (oral, visual, gestures)
- Transitions between tasks should be managed smoothly and efficiently

- A variety of different successes (academic and personal) should be frequently noticed and praised
- A variety of meaningful praise and rewards should be used
- Good communication and feedback on progress should be maintained between the teacher and pupil

### **3. AUTISM STRATEGIES**

#### Relevant and purposeful measures

- Use the AET school standards for good autism practice
- Activities and tasks are presented in an accessible way

#### Reasonable adjustments/accommodations to include the pupil in the life of the school and to ensure curriculum access

- Pupils should be encouraged to communicate their needs
- Involvement of parents in meetings, training and information evenings
- Pupil to make effective use of specific equipment or resources provided

#### Specific support strategies

- Arrange training for whole staff
- Complete risk assessment and management plans for individual pupils
- Identify high risk situations and times providing additional supervision/ support /debrief if appropriate.
- Share information with all staff
- Use pupil specific motivators and interests throughout the day
- Use visual cues to augment communication
- Moderate verbal instructions
- Use visual strategies to teach new skills
- Establish routines and prepare for change eg “change card” or advanced verbal notice
- Designate a low stimulus area for pupil to relax
- Understand sensory issues and the impact of the school environment on the pupil (eg heating, lighting, smells)

## **Early Years and Primary Settings**

- Use visual cues (objects, pictures) around the whole school to denote designated areas (including outside playground areas)
- Consider classroom design to ensure designated areas for specific activities
- Provide designated area for relaxation (lowstimulus)
- Use of a specific visual schedule (eg objects, pictures, photographs)
- Teach the concept of “change” to prepare for unexpected changes to routine e.g. change card
- Teach specific social skills through Social Skills Picture Stories, Comic Strip
- conversations and Circle Time
- Teach object play skills (eg how to manipulate and use play objects)
- Provide opportunities for social imitative play
- Use pictures or objects of reference to enable communication of needs
- Use a home-school communication diary or agreed equivalent communication tool
- Use visual strategies to enable communication of feelings e.g. anxiety
- Specific teaching of common metaphors and idioms
- Consider a buddy system
- Consider special assessment arrangements
- Draw up a plan for transition for key transitions e.g. between schools and/or classes

## **Secondary School Settings**

- Designate key member of staff
- Use visual cues (eg colour coding, arrows) around whole school to denote key areas
- Use a colour-coded timetable for all pupils
- Ensure homework is clearly and visually provided
- Provide visual reminders for deadlines
- Designate an area for relaxation and time to be alone if desired
- Debrief after unstructured periods such as lunchtime



- Use visual strategies to enable pupils to communicate feelings
- Provide specific teaching of social skills eg how to start and maintain a conversation
- Use social stories and comic strip conversations for teaching some social skills
- Teach understanding of common metaphors, idioms and slang
- Provide assistance with recording eg provide handouts or more time
- Consider peer mentoring
- Provide assistance with study, revision and exam preparation eg use of mind-mapping
- Consider special examination arrangements

#### **4. SPEECH, LANGUAGE AND COMMUNICATION STRATEGIES**

- Adjustments to the environment

- Be aware of the language demands of a whole class activity. Understanding group direction and coping with the distractions of class situations pose particular difficulties for some pupils with language problems
- Reduce background noise and distractions where possible
- Consider where the pupil is sitting within the classroom
- Create distinct areas in the classroom for resources, for different areas of learning
- Label equipment and containers
- Encourage a routine at the start of every lesson eg pen, pencil, rubber and ruler all ready, school diary out, subject specific books out

- Pupil access to the curriculum and exam materials

- Consider whether the pupil has a hearing loss
- Encourage the pupil to use strategies to process information such as repeating, silent rehearsal, identifying important words in the instruction
- Make the pupil aware of the teaching objectives
- Teach good listening skills
- Encourage the pupil to explain what they have heard. This can encourage participation as well as allow for tailored support.
- When introducing new vocabulary consider using visual strategies eg multiple meaning tree, spider gram, word map
- When introducing or discussing topics consider using mind maps

- Adjustments to curriculum materials
  - Simplify your language. Be aware of the complexity of language used eg length of sentence, the structure (grammar) or the vocabulary used
  - Before starting an activity, explain each step. Use clear simple language and include visuals if possible eg use real objects, pictures, photos, symbols. Also be aware of multi-sensory materials
  - If there is a sequence of directions to follow, pause between each one to allow the pupil time to process the information ie chunk
  - At times it can be helpful to emphasise key words by using slight stress and appropriate non-verbal communication
  - Consider using visual task plans, action plans and frameworks
  - If you have not understood what a pupil has said, say so and try to work it out together ie using pictures, objects and guesswork. Try not to keep asking the pupil to repeat it
  - If a pupil cannot think of a word then try giving a range of prompts
- Accommodation of pupil's production of written work
  - Focus the pupil's attention before giving instructions e.g. by using their name and encourage eye contact
  - Observe the pupil's response to check the information has been understood ie through expression
  - Have realistic expectations
  - Give the pupil time to talk. The pupil may need more time to understand a question
  - Try to avoid finishing the sentence for a pupil but repeat back what the pupil has said clearly and correctly so that good examples are heard ie model
  - Remember...difficulties with spoken language will be reflected in written language
- Social factors/relationships
  - Avoid using sarcasm, double negatives, metaphors and idioms as these can be difficult to understand
  - Encourage the pupil to tell you when he/she does not understand
  - Refocus the pupil's attention when necessary
  - Use the pupil's name frequently

## 5. SPECIFIC LITERACY DIFFICULTY/DYSLEXIA STRATEGIES

- Adjustments to the environment
  - Information presented on NON white paper
  - Use of specific font – Helvetica, Arial, Verdana, Comic Sans MS
  - Appropriate lay out – 1.5 line spacing
  - Use of colour coded lines to assist pupil when copying information
  - Use of memory aids
  - Use of overlays where appropriate
  - Use of visual aids for tracking
  - Seating near the front of the classroom
- Pupil access to curriculum and examination materials
  - Structured multi-sensory teaching programme
  - Be aware of learning styles – all lessons should incorporate visual, auditory and kinaesthetic activities
  - Keep verbal instructions clear and concise
  - Use of individualised materials
  - Encourage the underlining or highlighting of keywords
  - Share practice within the school – liaison between Key Stages
- Adjustments to curriculum materials
  - Use of standardised and diagnostic tests to inform target setting / planning
  - Use of ICT interactive software eg Lexia (Foundation, Early Stage, Strategies to support older pupils), Nessy; Word Shark 3; Number Shark; Pen friend; Clicker; Writing with Symbols; Text Help-Read & Write Gold
  - Books and materials matched to pupil's reading interests
  - Opportunities for a variety of pupil responses eg recording tables, bullet points, haiku, poems, TV reports, model, pictograms, verbal feedback, mind mapping – consider these responses especially in relation to homework
  - Keywords and word banks should be clearly displayed on walls or tables or in subject specific books

- Resources should be clearly labelled with visual aids
- Visual timetables on desks for individual pupils
- Every class teacher should have a “dyslexia friendly tool box” – magnetic letters, ICT software, electronic spellers, literacy games, word mats, coloured filters.
- Realistic targets to ensure success
- Reduce information and highlight important facts
- Encourage cursive writing
- Ensure structured, cumulative multi-sensory phonic and spelling programmes are in place
- Provide individual copy of written presentations
- Accommodation of pupil's production of work
  - Use of ICT packages eg Read & Write Gold; Pen friend; Clicker 5
  - Allow presentation of work in a range of formats e.g. mind maps, labelled drawings, scribed or transcribed written work
  - Extra time to complete tasks/examinations to allow thinking time to process answers
  - Extra time for copying down or provide handouts which are more useful
  - Use scaffolding such as writing frames and plans
- Social factors/relationships
  - Classroom procedures and rules are made clear
  - As appropriate, using pupil's name, ask the instruction to be repeated
  - Teach organisational skills – colour coded timetable, books and rooms
  - Use visual/pictorial aids where possible eg in canteen, map of school
  - Develop a consistent marking policy
  - Acknowledge the pupil's strengths and focus on achievement

## 6. SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

- All school policies, practices and procedures regarding behaviour must be communicated to all relevant school staff, governors, parents, pupils and young people. These must include reasonable adjustments for pupils with SEND.
- The creation and maintenance of positive behaviour management within the class is a pre-requisite to effective learning and teaching for all pupils
- It is recommended that these guidelines are used in conjunction with the school Positive Behaviour Policy

### Adjustments to the environment

The learning environment should be

- Safe, consistent, caring and positive
  - Encourage mutual respect
  - Neat, clean and orderly
  - Appreciative of all efforts
  - Comfortable, inviting and stimulating
  - Organised so there is ease of access to resources and materials
  - One that has a clear system for providing equipment for those pupils who do not bring pencils, rulers.
  - Able to provide appropriate storage for each pupil's belongings
  - Able to provide a quiet area for usage when required
  - Able to help all pupils feel an active participant in adhering to the agreed classroom rules
  - Organised with a layout which is flexible for appropriate delivery of different activities. Pupil's seating arrangements should reflect social relationships
- Pupil access to curriculum and examination materials
    - Access to an individual timetable/schedule/Now and Then Board on desk
    - Time to talk to a trusted staff member e.g. IOU 1 minute cards, Bubble Time

- Token system
- The use of additional responsibilities/special privileges
- Traffic light system (where orange is an opportunity to use 3 or 4 pre-agreed strategies to help a pupil get back to green)
- Offer a limited selection of choices
- Reminder of consequences and pre-agreed strategies they can use to de-escalate eg listening to music
- Thinking zone/chill out chair
- Golden time
- Friendship tree
- Golden moments book
- VIP dining
- Positive home/school diary - good news book
- Celebrate the pupil's work through displays and publications
- Establish clear expectations of pupil behaviour
- Have shared rules, rewards and consequences that should be understood and clearly displayed
- Display rules which should be few in number, clearly worded and positively framed
- Ensure pupil understands how to meet the rules
- Establish agreed rules and consequences. Apply these consistently and fairly
- Ensure consequences are never harmful or humiliating
- Ensure the reward system is regularly referred to and reinforced
- Adjustments to curriculum materials
  - Arrange timetables aimed at minimising disruption
  - Include opportunities to teach and model conflict resolution skills
  - Provide opportunities for relationship and self-esteem building activities

- Have a balance and range of teaching strategies and activities eg whole group, small group, pairs, individual, practical
- Ensure there is appropriate time to complete a task
- Employ self-monitoring and self-assessment techniques
- Provide positive and constructive feedback
- Promote pupil involvement and negotiate targets and strategies
- Ensure there is a system of record keeping in place to measure progress eg reward chart, daily record book and there should be parental awareness of pupil reward system
- Be realistic in expectations of achievement

- Accommodation of pupil's production of work

A pupil with SEMH may benefit from the following;

- A task board
- The use of a timer to stay on task
- Visual prompt cards
- Colour coding system for books
- Target charts
- Social stories
- Buddy System
- Encouragement to repeat instructions which have been given prior to task
- Shorter work periods interspersed with practical activities/brain breaks
- Time warnings

- Social factors/relationships

- Ensure pupils feel they are known and valued members of the class and school community eg "pupil of the day"
- Give clear and concise instructions
- Promote team-building activities that develop the cohesiveness bonding of the class

- Provide positive reinforcement at every available opportunity
- Actively listen to pupils and be aware of what motivates them
- Show trust and give them responsibilities
- Allocate a trusted staff member/key worker
- Encourage pupils to participate in decision making (where appropriate)
- Recognise and acknowledge individual pupil achievement eg certificates, awards, tally chart
- Name and acknowledge appropriate desired behaviour
- Ensure peer support is used when appropriate
- Offer the pupil a dignified way out of conflict
- Give regular feedback on how they are progressing
- Consider in advance difficult to manage behaviour and plan response eg contribute to risk assessments and risk management plans



## 7. VISUAL IMPAIRMENT (VI) STRATEGIES

- Take cognisance of medical information provided by appropriate specialists
- School may wish to carry out a risk assessment and develop a risk management plan
- Pupils should be encouraged to verbalise their visual needs
- Consult with appropriate specialist services
- Adjustments to the environment
  - Good lighting is essential – either an even light throughout the room or individual lighting
  - Avoid glare. Position the pupil away from direct sunlight and adjust blinds or curtains accordingly
  - The teacher should avoid positioning him/herself with back to a window/light source
  - Seat the pupil with a VI near to the main teaching activity
  - Keep passageways in classrooms and corridors free of clutter
  - Resources/equipment organised, labelled and easily accessible
- Pupil access to the curriculum and exam materials
  - Appropriate modification of learning materials presented both at near and distance vision levels accompanied by verbal reinforcement of this information
  - Use of large print dictionaries/atlas, talking calculator, heavy lined paper, high contrast rulers etc.
  - Examination concessions, both internal and external eg extra time, modified/enlarged print papers, reader etc.
  - Alternative methods of recording information in the classroom and for homework eg audio
  - Address the pupil by name before asking a question
- Adjustments to curriculum materials
  - Information should be available in alternative formats eg e-books, audio format, large print books
  - Pupils should not be required to complete the same volume of work as their peers. At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson

- Employ text formatting strategies eg Arial, size 14 point
- Utilise “Accessibility Options” on the computer to enable pupil to individualise settings
- Provide opportunities for the pupil to develop touch typing skills using recommended software
- Use contrast when presenting material
- Isolate the relevant section of maps/diagrams required to reduce the amount of information that needs viewed
- Provide information in advance of lesson so that the pupil has an opportunity to become familiar with the content
- Give additional time for completion of all written/reading activities
- Supportive marking practices
- Pupils and parents need to be made aware of safety issues relevant to subject areas eg Science/HE/DT/PE. Some activities may need a risk assessment and risk management plan
- Information in classrooms/corridors/notice boards should be displayed in an accessible format
- Accommodation of pupil's production of work
  - Employ a variety of methods for recording information eg computer, dictaphone, diagram, mind map
  - Use of heavy lined paper, dark leaded pencils/black ink pens
  - Use of a scribe where required
- Social factors/relationships
  - Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parents)

## 8. HEARING IMPAIRMENT (HI) STRATEGIES

- Take cognisance of medical information provided by appropriate specialists
  - Hearing impaired pupils may have immature and delayed language relative to the severity of their hearing loss. Access to the curriculum will require considerable differentiation
  - Pupil to make effective use of any amplification provided
  - Ensure that any hearing aids or amplification systems are in full working order
  - Consult with appropriate specialist services
- 
- Adjustments to the environment
    - Seating position should be 1-2 metres from the teaching position. The teacher should face the pupil to provide the best listening and lip-reading conditions
    - The teacher should avoid positioning him/herself with back to a window/light source
    - The pupil should sit where he has best view of the teacher and peers to facilitate lip-reading. This is usually on the window side of the room
    - Seat pupil away from sources of background noise eg heaters, computers, busy sinks etc.
    - Use soft, carpeted areas where possible
    - Minimise classroom noise eg add felt pads inside pencil pots, ensure table and chair legs have rubber feet
    - Reduce echoes eg by using fabric and displays to cover bare walls
  - Pupil access to the curriculum and examination materials
    - Teachers should take care to position themselves carefully when teaching/speaking to a HI pupil as they will find it difficult to lip-read if their back is turned writing on whiteboard, while walking around, when bending over equipment...
    - Remember a deaf child cannot lip-read and write at the same time, therefore cannot do dictation
    - The teacher should speak clearly, not shouting but using normal rhythm and intonation, as these are important for comprehension. Lip movements should not be exaggerated
    - Break information/instructions down into chunks
    - Allow time for listening, thinking and responding

- Take opportunities to extend the pupil's language
- Do not assume that a hearing impaired child will understand what he/she can read. Check comprehension through discussion and sensitive questioning
- Present things visually where possible
- Check the pupil has understood instructions/information especially if given in large group settings such as assembly
- Ensure homework requirements are fully noted in diary
- Appropriate modification of reading materials
- Exam concessions
- Alternative methods of presenting information eg use of flash cards
- Adjustments to curriculum materials
  - Information should be available in visual format
  - At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson
  - Provide information in advance of the lesson so that pupils have an opportunity to become familiar with it
  - Give additional time/guidance for completion of all activities
  - Pupils and parents need to be made aware of safety issues relevant to subject areas eg Science/HE/DT and a risk assessment/risk management plan may be appropriate
  - Ensure that class activities are inclusive for all pupils
- Accommodation of pupil's production of work
  - Employ a variety of methods for recording information eg computer, diagram, mind map...
  - Use of scribe
  - Extra time to complete tasks/exams
  - Reduce quantity of information required
  - Allow extra time for taking notes

- Be sensitive to the pupil's difficulty to access all speech sounds (spelling, word attack skills)
- Social factors/relationships
  - Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parent)
  - Provide deaf role models and support development of deaf identity (as appropriate and in agreement with the pupil and parent)

## **9. PHYSICAL DIFFICULTIES STRATEGIES**

- Adjustments to the environment
  - Flexible teaching arrangements, e.g. seating which allows CYP to move to access lesson
  - All staff aware of implications of physical impairment and impact on different areas of the curriculum
  - Remove obstacles so that the student can move freely from lesson to lesson.
  - Consider physical access issues such as ramps, toilets, lifts and classroom layout.
  - The board in the classroom may have to be lowered if the student is in a wheelchair
  - Use computers and audio-visual aids in the student's learning and teaching programme.
  - Specialised equipment may also be necessary such as adapted keyboards, page turners, word boards or special desks.
  - If writing is difficult consider using a tape recorder.
  - If teaching Physical Education, note that slower-paced activities are better than those requiring a fast response. Students will do better catching a bounced ball than a thrown one; kicking a stationary ball than a moving one.
  - To facilitate students' reading, use easels, portable reading racks or adjustable desks.

- Adjustments to curriculum materials

- Availability of a wide variety of resources, e.g. writing slopes, coloured overlays, grips, etc.
- Small group motor skills and co-ordination work and/or work on physiotherapy/OT programme
- Touch typing skills training in small groups
- Fine motor programme
- Access arrangements as required
- Individual arrangements for SATs/GCSEs/External and Internal exams
- Provision of specialist equipment
- Additional planning and arrangements for transition
- If students use wheelchairs, where possible place yourself at their eyelevel when talking to them.

- Accommodation of pupil's production of work

- Employ a variety of methods for recording information eg computer,
- Use of scribe if required
- Extra time to complete tasks/exams if appropriate
- Reduce quantity of information required if appropriate
- Allow extra time for taking notes if appropriate

- Social factors/relationships

- Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parent)
- Encourage support for the student from classmates.
- Encourage communication to prevent isolation.
- Teach social skills if necessary.
- Students may have a low self-image, therefore it is important to ensure that the student feels included and is encouraged and praised.

## **PART 3**

### **An Inclusion tool-kit for educational settings**

The following toolkit highlights best, inclusive practice. It is not intended to be used as an audit tool in its entirety, however priority sections for your setting should be considered and developed to embed inclusive practice.

**Again, it is neither definitive or exhaustive, yet it covers many areas which, if attended to, will underpin and secure the inclusive nature of a school.**

<b>Area</b>	<b>Evidence/comments</b>
<b>Ethos of school</b>	
The school has a clearly defined statement of values	
The values include some of the following: equality, rights, participation, respect for diversity, community, sustainability, trust, honesty, courage and joy	
The influence of the school's values can be seen in actual practice	
The school's values are evident to all	
The school has a welcoming environment	
Visitors to the school have commented on the school's inclusive ethos	
Everybody experiences a sense of belonging and respects the feelings of others.	



<b>Leadership and Management</b>	<b>Evidence/comments</b>
SLT has a clear system to ensure that all policies are inclusive and address the needs of groups as outlined in the Ofsted Common Inspection Framework (2015)	
SLT, including the SENCO, Designated Safeguarding Lead and Pastoral Leads, can evidence a working knowledge of the SEND policy across the school	
The complete SEND Information Report is on the school's website and there is evidence of co-production in the way it is reviewed and up-dated	
There is a broad and balanced curriculum which is accessible to all pupil	
In line with the Equality Act (2010), SLT has a clear system for reviewing policy and practice in relation to the Act in collaboration with pupils, parents and staff	
In collaboration with staff, pupils and parents, the SLT has identified at least one equality objective showing how the school will increase the quality of outcomes for all pupils. There is a particular focus on one protected characteristic group	
<p>The SENCO is part of the SLT/has clear access to SLT</p> <p>The SENCO holds Qualified Teacher Status</p> <p>The SENCO holds or is working towards the NASENCO</p>	

<b>The SENCO has an important role in determining the strategic development of SEND policy and provision with the Headteacher and Governors</b>	
<b>The SENCO is allocated an appropriate amount of time to monitor, manage, guide and develop the SEN practice and policy across the school</b>	
<b>The SENCO is a key point of contact with external agencies and the LA.</b>	
<b>The SENCO is fully aware of the responsibilities outlined in Part3 Schedule 1 of the SEND Regulations (2014), practised and supported by the SLT</b>	
<b>The effectiveness of the SENCO is apparent</b>	
<b>The SENCO is involved in Learning Walks/monitoring activities</b>	
<b>The SENCO supports colleagues in developing appropriate teaching and learning environments for pupils with SEND</b>	
<b>The SENCO co-ordinates provision for SEND</b>	
<b>The SENCO advises on the Graduated Approach to providing SEND support</b>	
<b>There is parental confidence in the SEND provision at school</b>	

<b>Vulnerable groups</b>	<b>Evidence/comments</b>
<p><b>There is a common understanding that pupils with SEND is one of the focus groups identified within the Ofsted Common Inspection Framework</b></p>	
<p><b>Data on pupils with SEND as a focus group is gathered, analysed and informs practice</b></p>	
<p><b>All staff understand that pupils with SEND may also have characteristics or circumstances which place them in other vulnerable groups</b></p>	
<p><b>The school regularly reviews the strategies used to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered</b></p>	

<b>SEND Policy</b>	<b>Evidence/comments</b>
The SEND policy reflects the statutory requirements and the actual practice of the school	
SLT has a clear process for reviewing, monitoring and up-dating the impact of the SEND policy to ensure it meets current guidance and legislation	
All staff and Governors are familiar with the policy and a working summary is available to parents	
It states the purpose of your school/setting approach to SEND	
It makes reference to the 4 broad areas of need in the Code of Practice	

<p><b>It does NOT identify behaviour as a need but as an underlying response to a need</b></p>	
<p><b>It identifies the criteria for entering a pupil on the SEND register</b></p>	
<p><b>The policy includes the following sections:</b></p> <p><b>Section 1</b>  <b>Name of SENCO and qualifications with contact number identifying if SENCO is part of SLT</b></p> <p><b>Section 2</b>  <b>Aim and objectives</b></p> <p><b>Section 3</b>  <b>Identification of SEND and consider what is not SEND but may impact on progress and attainment</b></p>	

<p><b>Section 4</b> <b>A Graduated Approach to SEND Support</b></p> <ul style="list-style-type: none"><li>• SEND Register</li><li>• Managing pupils on the SEN Register</li><li>• Assess, Plan, Do Review cycle</li></ul> <p><b>Section 5</b> <b>Criteria for exiting the SEND Register</b></p> <p><b>Section 6</b> <b>Supporting pupils and families</b></p> <p><b>Section 7</b> <b>Supporting pupils at school with medical conditions</b></p> <p><b>Section 8</b> <b>Monitoring and evaluation of SEND</b></p> <p><b>Section 9</b> <b>Training and resources</b></p> <p><b>Section 10</b> <b>Roles and responsibilities</b></p>	
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<b>Section 11</b> <b>Storing and managing information</b>	
<b>Section 12</b> <b>Reviewing the policy</b>	
<b>Section 13</b> <b>Accessibility</b>	
<b>Section 14</b> <b>Dealing with complaints</b>	
<b>Section 15</b> <b>Bullying</b>	
<b>Section 16</b> <b>Appendices</b>	

<b>SEND</b>	<b>Evidence/comments</b>
<p>The SLT and SENCO have a shared understanding of the term SEND and its interface with disability</p>	
<p>Teachers are aware that they are responsible and accountable for the progress and development of all pupils in their class(es) including where pupils access support from Teaching Assistants or specialist staff</p>	
<p>Teachers and Support staff have high expectations of all pupils with SEND</p>	
<p>A person-centred approach is apparent throughout the school</p>	



<p><b>SLT and SENCO has evidence that all staff understand the definition of disability as defined in the Equality Act (2010)</b></p>	
<p><b>There is an awareness that the definition for a disability has a low threshold and doesn't need a formal diagnosis</b></p>	
<p><b>The requirements of The Equality Act (2010) are regularly refreshed via continuing professional development (CPD)</b></p>	

<b>Identification</b>	<b>Evidence/comments</b>
<p><b>SLT and SENCO engage all staff in a robust use of data and other information to identify barriers to learning</b></p>	
<p><b>SLT and SENCO have a system in place which ensures all staff understand and apply good practice to identifying barriers to learning</b></p>	
<p><b>The assessment process is holistic and focuses on the child's learning characteristics, the learning environment, the task and teaching style</b></p>	
<p><b>In deciding whether to make special education provision all information collated within the school about progress, national data and expectations of progress is considered</b></p>	

<p><b>There is a good evidence base showing why pupils require SEND support and the data separates this group from those underachieving for other reasons</b></p>	
<p><b>SLT and SENCO are aware of the teacher's knowledge, understanding and awareness and usage of the Graduated Support model</b></p>	
<p><b>SLT and SENCO can evidence the reduction in pupils requiring SEND support in response to appropriately matched provision</b></p>	
<p><b>All teachers are aware of the rationale for providing or ceasing SEN support and are actively involved in these decisions</b></p>	
<p><b>ALL pupils have access to enrichment/extra-curricular activities</b></p>	

<b>Provision and Interventions</b>	<b>Evidence/comments</b>
<p>Are there a range of interventions for a range of needs e.g. Literacy, Numeracy, SLCN, SEMH</p>	
<p>The intervention is not just “extra time” but is additional to and different from the school’s universal offer</p>	
<p>Provision mapping is in place which includes baselines, expected outcomes, actual outcomes and costings. It clearly outlines the criteria for placing pupils on intervention and identifies frequency, duration and next steps</p>	

<b>SLT and SENCO ensure that interventions used across the school are evidence-based</b>	
<b>Interventions are costed, and value-for money principles are applied to the implementation of all</b>	
<b>All teachers are involved in discussions around the type of interventions selected for individual pupils</b>	
<b>Learning gained from interventions are practised and woven into good quality teaching</b>	

<p><b>All parents are advised when the school is making special educational provision for a pupil (COP)</b></p>	
<p><b>Pupils are clear about the purpose of interventions and have a voice to review the impact of them on their learning</b></p>	
<p><b>SLT and SENCO have a whole school system for measuring progress of pupils accessing interventions. This will include:</b></p> <ul style="list-style-type: none"> <li>• <b>Historical data</b></li> <li>• <b>Criteria used for placing pupil on intervention</b></li> <li>• <b>Baseline information</b></li> <li>• <b>Expected and actual outcomes</b></li> <li>• <b>Costs and value for money</b></li> <li>• <b>Parent and pupil partnership</b></li> <li>• <b>Resulting progress</b></li> </ul>	

<b>Pupil Premium</b>	<b>Evidence/comments</b>
<p><b>SLT and SENCO can evidence how the Pupil Premium money is spent, how it targets the relevant pupils and its impact</b></p>	
<p><b>SLT and SENCO ensure that outcomes achieved are paralleled with spend</b></p>	
<p><b>Parents are confident and engaged in discussion about provision and outcomes for pupils accessing Pupil Premium</b></p>	

<b>Transition</b>	<b>Evidence/comments</b>
<p><b>There is a clear system to manage transitions between classes/year group/Key Stages</b></p>	
<p><b>SLT and SENCO have a clear strategy for key transition points at the end of Year 6 and moving to another provision</b></p>	
<p><b>Partnership working is completed with any new provision and is led by the SENCO</b></p>	
<p><b>All pupils have a “passport”/profile to assist with transition which is person-centred and details any reasonable adjustments/strategies used</b></p>	



<b>Deployment of Support Staff (whole school)</b>	<b>Evidence/comments</b>
SLT and SENCO have a clear rationale for the deployment of Support Staff	
The knowledge and skills of the Support Staff are matched with pupil needs	
The deployment is reviewed and managed through the evidence of pupil progress	
A regular audit of Support Staff skills and knowledge is conducted	

<b>Pupils are clear about the role, purpose and deployment of Support Staff</b>	
<b>Parents are clear about the deployment and usage of Support staff</b>	
<b>SLT and SENCO ensure that pupil progress is monitored when using Support staff</b>	
<b>Recruitment of new staff takes into consideration the knowledge and skills already available and addresses any gaps</b>	

<b>CPD</b>	<b>Evidence/comments</b>
<b>SLT and SENCO have a strategic plan for CPD which ensures all teachers and Support staff have a core knowledge around barriers to learning</b>	
<b>The strategic plan is clear that all teachers and Support staff have knowledge of the law relating to disability</b>	
<b>There is a clear strategy which ensures that ALL staff use effective practice to safeguard all pupils including those with SEN</b>	
<b>SLT and SENCO have a range of methods to increase the knowledge and skills for all staff</b>	
<b>Information on outcomes and impact of professional development is collated and analysed to inform the school's CPD strategy</b>	

<b>Quality of Teaching, Learning and Assessment</b>	<b>Evidence/comments</b>
<p>Regular lesson observations and other monitoring show that all teachers have good quality inclusive teaching practice meeting the good/outstanding requirements detailed in the School Inspection Handbook</p>	
<p>Differentiation/reasonable adjustments are made to homework tasks, as appropriate</p>	
<p>Planning is based on an accurate understanding of where pupils are and enables teachers to:</p> <ul style="list-style-type: none"> <li>• plan next levels of development</li> <li>• teach gaps</li> <li>• plan next steps</li> <li>• scaffold activities to enable pupils to work independently and apply skills, knowledge and concepts</li> </ul>	

<p><b>Aspirational targets are set which are both qualitative and quantitative</b></p>	
<p><b>Progress review meetings with parents (Schools should meet with parents 3 times a year-COP)</b></p>	
<p><b>Parent and pupil engagement in the target setting progress is evident</b></p>	
<p><b>There is time allocated for regular communication between Teachers and Support Staff to discuss planning and interventions</b></p>	
<p><b>There is a school system for reporting and monitoring the impact of any interventions with evidence of pupil's response to the effectiveness of the Interventions</b></p>	

<b>Support staff have received training in facilitating small group work, questioning and assessment</b>	
<b>A school marking policy is understood by all pupils and staff and has the facility to be flexible – acknowledging effort and success and helps to support next steps</b>	
<b>Teachers use ICT positively to enhance good quality teaching</b>	
<b>Progress is reviewed against targets set and if targets have not been achieved, there is a process for response</b>	

<b>Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists</b>	
<b>The school employs the Assess, Plan, Do, Review model (COP)</b>	
<b>Personalised programmes for individual pupils are developed as appropriate and informs case studies</b>	

<b>Personal Development</b>	<b>Evidence/comments</b>
<b>Staff have the opportunity to share concerns and access advice for pupils with SEMH/SEND</b>	
<b>All pupils have access to equality of opportunity during both structured and unstructured times of the school day</b>	
<b>Observations confirm that pupils are enabled through a range of reasonable adjustments to access teaching and learning</b>	
<b>The school has a Mental Health policy which is clear and fully understood by pupils, staff and parents</b>	
<b>There is a Mental Health Lead who is a member of staff</b>	



<p><b>The Mental Health policy includes:</b></p> <ul style="list-style-type: none"> <li>• <b>Aims</b></li> <li>• <b>Lead members of staff</b></li> <li>• <b>Teaching about Mental Health</b></li> <li>• <b>Signposting</b></li> <li>• <b>Warning signs</b></li> <li>• <b>Confidentiality/managing disclosures</b></li> <li>• <b>Working with parents</b></li> <li>• <b>Referral mechanisms and pathways for outside agency support eg specialist CAMHS</b></li> <li>• <b>Supporting peers</b></li> <li>• <b>Training</b></li> <li>• <b>Policy Review</b></li> <li>• <b>Resources/on-line support</b></li> </ul>	
<p><b>Promoting good mental health is acknowledged as a whole school responsibility</b></p>	
<p><b>The school works to dispel any stigma around mental health</b></p>	
<p><b>Staff have received continuous professional development around mental health</b></p>	

<p><b>Clear systems and processes are in place to help staff identify children and young people with possible mental health problems</b></p>	
<p><b>Every pupil has at least one member of staff who knows them well and can spot a change in behaviour</b></p>	
<p><b>Staff have received continuous professional development around mental health</b></p>	
<p><b>Clear systems and processes are in place to help staff identify children and young people with possible mental health problems</b></p>	
<p><b>Every pupil has at least one member of staff who knows them well and can spot a change in behaviour</b></p>	
<p><b>Mental Health is promoted alongside physical health</b></p>	

<p><b>The pupil's voice is sought and heard and they feel safe and secure in school</b></p>	
<p><b>The school has a system whereby any pupil can easily access support if they choose to talk through difficulties</b></p>	
<p><b>There are mechanisms that pupils can use to share problems anonymously</b></p>	
<p><b>There are good lines of communication with parents/carers when appropriate</b></p>	
<p><b>Where appropriate, parents/carers are supported to better manage their children's behaviour</b></p>	
<p><b>The school is aware when and how to access CAMHS/ other relevant agencies/volunteer groups/specialists/local offer</b></p>	

<b>All staff are clear about their responsibilities to highlight any attendance issues/lateness of pupils with SEND</b>	
<b>Data is collated in relation to attendance and used to inform timely actions to resolve any issues</b>	
<b>The school has good links with their designated Education Welfare Officer</b>	
<b>The school actively works towards ensuring pupils with SEND regularly attend school</b>	

<b>Behaviour and Attitudes</b>	<b>Evidence/comments</b>
<p>The school's Behaviour Policy is clear, fully understood by pupils, parents and staff and is consistently applied. It promotes good behaviour, self-discipline and respect. It enables pupils to regulate their behaviour and ensures completion of work plus prevents bullying</p>	
<p>The policy considers:</p> <ul style="list-style-type: none"> <li>▪ The power to use reasonable force and other physical contact</li> <li>▪ The power to discipline beyond the school gate</li> <li>▪ Screening and searching of pupils</li> <li>▪ Rewards and sanctions</li> <li>▪ Behaviour strategies and the teaching of good behaviour</li> <li>▪ Classroom management</li> </ul>	

<ul style="list-style-type: none"> <li>▪ <b>Staff development and support</b></li> <li>▪ <b>Liaison with parents and other agencies</b></li> <li>▪ <b>Managing pupil transitions</b></li> <li>▪ <b>Setting out the disciplinary action which will be taken against pupils who have made malicious allegations against school staff</b></li> <li>▪ <b>Confiscation of inappropriate items</b></li> <li>▪ <b>Any use of seclusion or isolation rooms</b></li> <li>▪</li> </ul>	
<p><b>Behaviour is acknowledged as a whole school responsibility</b></p>	
<p><b>There are systems and protocols across school for recording incidents of behaviour which is monitored and evaluated</b></p>	

<p><b>There is a system and protocols in place for recording any incident of restraint or physical intervention which are regularly shared with relevant staff and which are scrutinised for patterns/trends</b></p>	
<p><b>Mental Health, Behaviour and Attitudes is a regular agenda item for Governors</b></p>	
<p><b>For any pupil who is displaying behavioural difficulties, an assessment tool is used such as Strengths and Difficulties Questionnaire, Boxall Profile, Common Assessment Framework or equivalent</b></p>	
<p><b>There is good evidence for incidents of bullying being recorded and scrutinised showing a reduction in incidents - especially in relation to pupils with SEND</b></p>	
<p><b>Outcomes from any bullying incidents are well recorded</b></p>	

<b>Pupils are aware of “false friendships” especially on-line</b>	
<b>There is a robust anti- bullying policy which is clear to all pupils, staff and parents</b>	
<b>No exclusion contravenes the Equality Act 2010</b>	
<b>All relevant reasonable adjustments are put in place for pupils with SEND at risk of exclusion which have been monitored and reviewed over time</b>	
<b>A solution-focused approach is used to help any pupil re-engage in learning and manage their behaviour</b>	



<p><b>If a pupil with an EHCP and is at risk, an interim Annual Review is called to offer a multi-agency approach</b></p>	
<p><b>SLT and SENCO lead on developing policy and practice to reduce fixed and permanent exclusions for pupils with SEND</b></p>	
<p><b>All exclusions data is scrutinised and affects practice</b></p>	
<p><b>Planning for pupils at risk of exclusion or who are returning to school from an exclusion addresses their individual needs – for example, a Personal Support Plan could be drawn up.</b></p>	
<p><b>A range of qualitative and quantitative data is collated for pupils with SEND who are at risk/excluded</b></p>	

<p><b>The school can evidence that changes in policy and practice have reduced exclusions for pupils with SEND</b></p>	
<p><b>Governors are notified of all exclusions</b></p>	
<p><b>All internal, fixed term and permanent exclusions are reported appropriately</b></p>	
<p><b>Exclusion is not used as a reasonable adjustment</b></p>	
<p><b>Parents are advised appropriately throughout the process and are aware of the time frame and process for applying for an Independent Review Panel for a Permanent Exclusion</b></p>	

<b>Pupil Outcomes</b>	<b>Evidence/comments</b>
<b>A strong baseline assessment is completed on entry to the school</b>	
<b>The school has a good system for tracking pupil progress which is regularly monitored, and which affects practice</b>	
<b>If the SEND child is working below the standard for National Curriculum tests, there are appropriate methods to track and measure progress</b>	
<b>Pupils with SEND are showing sustained progress in many areas considering their starting points</b>	
<b>There are a range of communication tools available – if/when appropriate</b>	
<b>Individualised programmes are in place where appropriate</b>	
<b>All classwork and homework is differentiated as appropriate</b>	

<b>The school promotes sharing of good practice in relation to teaching and learning for pupils with SEND</b>	
<b>The progress of pupils with SEND are making matching/ improving progress to other pupils</b>	
<b>There is an internal and cross moderation process</b>	
<b>Pupils with SEND can demonstrate an increasing level of independence with writing and oral skills</b>	
<b>Pupils with SEND can show a positive approach to learning and recognise progress</b>	
<b>Pupils with SEND know how to access help and support to assist them with learning</b>	
<b>Pupils with SEND are aware of their individual aspirational targets</b>	
<b>The attainment of pupils with SEND is broadly in line with national averages or is improving towards these</b>	

<b>Teachers are consistently breaking down activities/learning into “small steps”</b>	
<b>There is a clear extension programme for the more able pupils</b>	
<b>Should a pupil be placed in alternative provision, the school monitors that placement closely and works on a re-integration plan</b>	
<b>Students have access to a range of appropriate accredited courses and formal qualifications – as appropriate</b>	
<b>All pupils have access to appropriate careers advice and guidance</b>	

<b>Parents/Carers</b>	<b>Evidence/comments</b>
<b>Information about the school is available in a range of formats</b>	
<b>Parents have the opportunity to offer regular feedback on any issue</b>	
<b>Person-centred approaches are used to engage parents in all formal reviews/ meetings</b>	
<b>There is a clear complaints procedure and these are clearly logged, actioned and monitored.</b>	
<b>Data shows a low-level of complaints</b>	
<b>There are strategies in place to engage “hard-to-reach” parents</b>	
<b>Parents have been consulted around the SEN Information Report and will be involved in its review</b>	

## **In conclusion....**

The pathway to inclusion means that we are willing to learn to get along while recognising our differences, our faults, our foibles and our gifts. It must be more than a “buzz” word –

- It is a commitment to truly embracing the values outlined in this handbook.
- It is a shared commitment with all educational partners – understanding and undertaking a part in this mission to enhance your setting and the lives of your children and young people.
- It enables each and every learner to at least fulfil, if not exceed, their potential.

**“Together we are Enfield”**

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