



INCLUSION & SEND POLICY & PROCEDURES

MIDDLEWICH HIGH SCHOOL

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Inclusion

Inclusive education is where different and diverse students learn alongside one another in the same classroom. Inclusive education values the diversity of the students and the unique contribution each child brings to the classroom.

What are Educational Needs?

A child or young person has an additional need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream school

(Cheshire East Toolkit for SEND, 2023)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is: “a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.” Children and young people with such conditions do not necessarily have SEN, but a disabled child or young person may be deemed to have SEN if they require special educational provision.

(Cheshire East Toolkit for SEND, 2023)

Students may have long or short-term educational needs and as such the number of students who are known to have a need will change on a regular basis.

Aim

The SEND policy is based on the philosophy that all students are entitled to a broad, balanced and differentiated curriculum. Our aim is to be diverse and inclusive with students taught in their own community and amongst their peers.

Inclusion at Middlewich High School is about equal opportunities for all students, whatever their age, gender, sexual orientation, ethnicity, attainment and background.

In order to meet these aims all staff acknowledge and strive to meet the needs of all students within the classroom. This means not only using appropriate strategies to meet individual needs but also treating those with educational needs in the same way as their peers.

At Middlewich High School we will:

- Monitor progress for all students
- Ensure all students receive respect and individual support from classroom teachers
- Value the student’s wellbeing
- Strive to ensure all our students are happy at school
- Make provision for students who are disadvantaged at school
- Strive to combat all forms of racism, sexism and discrimination.
- Promote mutual respect
- Ensure that the school values are reflected in every aspect of school life (e.g. the curriculum, communications, procedures, sanctions, rewards and conduct).
- Help each student to achieve the highest educational standards they possibly can.
- Deal with bullying and discrimination and keep our students safe.
- Promote healthy lifestyles through Food/Catering lessons, breakfast clubs and sporting

activities.

- Encourage good attendance.
- Encourage students to behave responsibly, giving them a strong voice in the life of the school and encouraging them to volunteer to help others
- Help parents/carers in actively supporting their children's learning and development. We want every student to be the best they can be, regardless of their background or circumstances.

Middlewich High School has two specialist provisions:

- Provision for students with a Hearing Impairment (HI)
- Provision for students on the Autistic Spectrum (ASC)

Resourced Provision for HI students

The Hearing-Impaired Resource Provision is committed to the practice of total communication. The approach emphasises the maximum use of each student's residual hearing through the use of relevant technology, developing spoken language and BSL as appropriate to individual needs, in order to develop fluent communication.

Entry to the HI Resource is based on a student having an Education Health Care Plan (EHCP) for a severe/profound hearing loss, which requires the use of hearing and radio aids to give amplification and aid access to the curriculum. Students will receive support in the classroom in-line with established need, 1:1 tutorials and small group intervention where required, Teacher of the Deaf (TOD) time and audiological support.

The Teacher of the Deaf is responsible for the audiological care of HI students, which is of primary importance and is seen as integral to their educational needs. The provision is equipped to carry out testing and assessment procedures and to maintain and monitor the use of personal radio aids and cochlear implants on a daily basis. Staff from Leighton Hospital's Audiology department provide further assistance where necessary.

All students have an annual audiological assessment and the Teacher of the Deaf will offer advice and guidance on the implication of each student's hearing loss and on the use of audiological equipment.

All students with Resource Provision placement will have an annual review of their EHCP, which may be attended by a range of external professionals.

Resourced Provision for Students with Autistic Spectrum Conditions

The ASC Resource Provision is committed to enabling all students to be included both within the school and the wider community. The approach focuses on supporting the academic endeavours of the students and the direct teaching of social communication skills in order to accomplish full inclusion.

Entry to the Resource Provision for students with ASC is based on a student having an EHCP with a diagnosis of Autism as their primary need. Students will be able to access National Curriculum subjects at an appropriate level. Students will be expected to spend as much time as possible in mainstream classes, either with or without support. Additional interventions will be provided to students to facilitate optimum inclusion and achievement.

The SENDCo is responsible for coordinating the support for all ASC students, including the planning of interventions and direct teaching of social skills which is of primary importance and is seen as integral to their educational needs. Some ASC RP students have access to specialist Speech and Language Therapy, where this is detailed within their EHCP, and this will be provided by the LA and will take place in school.

Teaching and Learning for students with SEND

Middlewich High School works within the guidance provided by the Cheshire East Toolkit for SEND (October 2023) to ensure that the four areas of need as specified within the SEND Code of Practice (2015) e.g. Communication and Interaction, Cognition and Learning, Behavioural, Emotional and Social Development, Sensory and/or Physical Needs and Medical Needs, are considered and met. All students have a detailed, prescriptive student profile which establishes individual needs, and lays out the reasonable adjustments and adaptations that are required to support students to make optimum levels of progress within the classroom

The SENDCo works in collaboration with Senior Leaders with responsibility for the Quality of Education to ensure that training and CPD is delivered to ensure that all staff have a raised awareness of the accommodations laid out within the Cheshire East Toolkit for SEND. The delivery of specific training throughout the school year aims to ensure that all students are accorded equal value and are afforded access to all areas of school life.

Establishing Code of Practice level of need

The SEND Code of Practice states that:

“...there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.”

A range of assessments may be implemented to establish need and level of need. Where a child or young person is identified as having an additional need, action should be taken to remove barriers to learning and put effective special educational provision in place through the use of a Graduated Approach. The descriptors provided within The Cheshire East Toolkit for SEND (October 2023) are used to establish the code of Practice level of need, where a student has been identified as having an additional need. This will be decided by the SENDCo, in collaboration with Deputy SENDCos, and will then be recorded on the SEND register. The code of practice level determines the level of support that must be made available to a student in accordance with the guidance laid out in The Cheshire East Toolkit for SEND (October 2023).

Universally Available Inclusive Practice

The Universal level describes the support that is available to all Cheshire East students, including those with and without SEN. Within the Cheshire East graduated response, at the Universal Level, needs are met through Quality First Teaching and Learning, along with universal health and care services that are available to all children and young people.

First Concerns (M)

Students at first concern level (M) are students who have been identified as having emerging difficulties.

SEN Support (K)

Students at SEND support level (K) are students who have been identified as having special educational needs requiring provision that is additional to and different from those available within the mainstream curriculum. This may include additional support within the classroom or the implementation of intervention.

Complex (E)

Students at complex level (E) are students who have been identified as having significant and complex difficulties and may be in the process of assessment for EHCPNA, or have an EHCP in place.

Specialist (E)

Students at specialist level (E) are students who have been identified as having an additional need which means that their needs cannot be accommodated within their local mainstream setting and additional resources of an RP or specialist placement may be required.

EHCPs are drawn up by the student's home Local Authority SEND Team. An EHCP will detail a student's additional need, strategies and provisions required to meet the needs of the student, and the resources allocated to the school to meet the level of provision deemed necessary to meet need.

School is under a legal obligation to, as far as possible, meet the requirements and recommendations stated in an EHCP.

Students will have an Annual Review each year. The SENDCo will prepare a review report and lead the review meetings. Parents, students and relevant outside agencies are invited to these meetings and all are asked to contribute reports.

SEND Provision at each Code of Practice level

Provision at each code of practice level is set out within the Cheshire East Toolkit for SEND. Student profiles for all students on the SEND register are written in accordance with the guidance laid out within this document and should clearly evidence the use of the graduated response.

Using the guidance laid out in the Cheshire East Toolkit for SEND, student profiles detail:

- Student Voice
- External professional involvement
- Description of need
- Classroom based strategies advised within the Local Authority guidance
- School based intervention deemed necessary to support specific needs

Reviewing SEND Provision

All Student profiles are reviewed on a termly basis.

For students at K and E levels of the Code of Practice, targets should be made and reviewed on a termly basis. Following review, the SENDCo will review the SEND register and decide on further support or step-down to a lower Code of Practice level where progress has been made against targets.

Support for extra-curricular activities including external trips and visits

Every effort will be made to ensure all students have an equitable opportunity to access the activities made available within the school. Additional Individual Risk Assessments may be necessary for some students which will be prepared by the SENDCo/Specialist Teacher. It may be necessary to provide an increased level of support and reasonable adjustments. This will be determined by leaders of activities, in collaboration with the SENDCo, parents and students.

Admissions

Students with an EHCP who would like to make an application for admission to Middlewich High School should do so via the home Local Authority as per their admissions policy for students with an EHCP. A Local Authority will provide the school with a copy of a student's EHCP and any other documents that they deem necessary in order to make an informed decision around admission. Middlewich High School will consider the needs set out in section B of the EHCP and the outcomes and provisions laid out in section E and F of the students EHCP in making a decision on admission. Where Middlewich High School considers that a student is able to access the mainstream curriculum offer with adaptive teaching, differentiation and reasonable adjustments, and where a student is able to be safely accommodated within the school environment, a decision to admit a student will need to be made in accordance with the statutory guidance laid out within the SEND Code of Practice (2015)

The school is obliged under the statutory requirements of the SEND Code of Practice (2015) to admit students recommended to the school unless placement is deemed to be:

- unsuitable for the age, ability, aptitude or SEN of the child
- The attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources

A detailed response should be submitted to a students' home Local Authority where the above is considered to be true.

Transition support

Students with additional needs can be brought to the attention of the SENDCo by parents or Teachers of students in primary settings, or those wishing the transfer from an alternative setting. Transition meetings should be arranged to meet between SENDCos to discuss existing provision, and the provision deemed necessary to accommodate needs in a new setting. This discussion can involve parents and students. This information is used to draw up student profiles to share with Teachers.

Where a student has a complex need or an EHCP, following initial discussions with the SENDCo, parents and students, students may be invited in for additional transition visits. Visits will be designed to meet needs of an individual or group of students.