

SEND Inclusion Policy

Date last reviewed	September 2025
Committee Responsible	QOE
Designated member of staff	Rebecca Gonyora - Director of Inclusive Learning
Date of next review:	September 2026

Statement of Intent

Through consultation with teachers, governors, parents and students, Hollyfield School has secured a clear understanding of the fundamental principle underlying inclusion at our school; inclusion is a whole school agenda and an ethos which underpins all of our curriculum activities alongside the general life of our school community. This document clarifies both the guiding principles and procedures which enable our learning environment to be inclusive.

INCLUSION POLICY

The Inclusion Policy at Hollyfield School is a statement of good practice guided by the principle that all students be included in mainstream education and have equal access to the curriculum.

Our aspiration is that every student, regardless of gender, attainment, special needs, race, disability, sexual orientation, social or cultural background is:

- **included in our learning community,**
- **given the opportunity to fulfil their full potential, both as a learner and as an individual, and**
- **contributing to an outstanding experience at Hollyfield School.**

AIMS

Our aims are guided by the three principles of inclusion: the setting of relevant learning objectives (or “next steps” for progress); responding to and adapting for student’s diverse needs; and continual monitoring to overcome barriers to learning.

- Inclusion is a whole school ethos and all students, *regardless of vulnerability or special needs* are included and have the opportunity to *fulfil their full potential*. The Phoenix Provision, Restart Provision, Learning support team and student support officers support *emotional regulation, social skills*, and mental health needs. School leaders systematically review the use of sanctions (suspensions/exclusions) for students with

Special Educational Needs and Disabilities (SEN or SEND) / vulnerabilities to ensure they are not being disproportionately applied and that the underlying needs are being met.

- Where students are withdrawn from lessons this is set within clearly defined parameters. Focusing on the 5 areas of foundational knowledge which are communication and language, reading, writing, spelling, mathematics. Any withdrawal work must be monitored and evaluated so its impact can be assessed.

IMPLEMENTATION

Structure of Sharman

On the ground floor of the Sharman building is the Phoenix Provision. This is where students with Speech, Language & Communication needs including autism receive specialist support from the lead Specialist Resource Provision (SRP) teacher & Teaching Assistants (TAs) to allow them to develop subject work set within clearly defined parameters. Within two classrooms plus smaller spaces, the provision supports students with emotional regulation, social skills and other holistic intervention needs to aid their integration into the wider school community. The Phoenix Provision also provides an outreach service to a wider variety of students, offering a quiet space at break and lunch with a variety of clubs and activities. Specialist support is given to school staff, including training in how to best support students with Speech, Language & Communication needs.

The first floor of the Sharman building houses our Learning Support Department where Education, Health and Care Plan (EHCP) holders and students on the SEN register are monitored and supported through a variety of strategies such as: the deployment of TAs, in class adaptations, small groups and one to one support if required. The use of withdrawal or additional support is tracked on our provision map, which is updated each half term. TAs function as key workers for pupils who hold EHCPs to monitor their progress and form lines of communication with home. These staff also attend Annual Reviews that take place once a year for all EHCP holders. The Learning Support Department also functions as a base for students to receive a wide range of interventions including targeted support for SEND, Pupil Premium, Looked after Children, Previously Looked after Children, children under social care. the foundational skills, GCSE curriculum support, functional skills, etc within the two classrooms housed in the department. These classrooms also hold some mainstream lessons.

Student Support & The Restart Provision

Student Support is led by a Lead Student Support Officer (LSSO), who is supported by the Safeguarding Team in their delivery. Student Support has four Student Support Officers (SSO) assigned to various year groups who provide support around social, emotional and mental health-related needs alongside the Restart Provision, a space used for students to spend a fixed amount of time outside normal lessons due to social or mental health issues. The Provision is led by the Restart Mentor, who provides a nurturing space where a small group of students can complete work in a calm environment. Access to the Restart Provision requires an approved referral made by staff. The SSO team works closely with safeguarding, SEN and external services to provide holistic support around the school's most vulnerable students.

Staff Referral

Staff members are able to make a short term request to use the Restart Provision, informing the LSSO in all instances before the referral is completed so this provision can be managed; this is usually due to short term needs or as part of a longer term care plan provision. Work is received from subject teachers and the accountability for marking and assessments remains with the subject teacher.

Pastoral Referral

The LSSO and Heads of Year lead pastoral referrals. They will complete a referral form stating clearly what the aims of the withdrawal are to be. Heads of Year and the LSSO will also consult with the Head of Faculty, and when relevant the LSSO and Head of Year will evaluate the impact of Restart through monitoring of reintegration back to class. The LSSO will log progress made and provide this information to senior leaders as part of this procedure.

Academic Referral

Heads of Faculty will complete a referral form for subject specific support. This will include a clear aim of what work they want the student to achieve alongside resources to support the learning mentors deliver the curriculum aims.

Heads of Faculty will communicate referral to the LSSO and Head of Year who will add their own input to this referral form. If more than one subject is to be focused on, the Head of Year will coordinate this .

The LSSO will discuss with Head of Faculty / Head of Year the provision that can be provided for a referred student; including clear aims on what work will be achieved, expected length of time for referral and how re-integration will be monitored

The SSO will monitor the long term impact of the use of Restart in liaison with the LSSO.

The impact of the Restart Provision is evaluated termly and reported to the Safeguarding Lead who then shares it with the Senior Leadership team at regular meetings.

Inclusion Team Guidance

Clarity of roles is crucial in ensuring that safeguarding needs are met effectively. The following principles guide our roles and responsibilities within the Inclusion Team:

- The SSO and Heads of Year lead the initial pastoral support for all our students, ensuring that the Senior Leadership Team is made aware of developments through Line Manager Meetings and the fortnightly Inclusion Meeting.
- Child Protection issues are referred immediately to the Designated Safeguarding Lead.
- Child Protection Online Monitoring System (CPOMS) enables members of the safeguarding and inclusion team to be alerted immediately to new concerns reported by staff so that support can be put in place efficiently. Cases are actioned and updated regularly.
- The main aim of our LSSO is to focus on the learning outcomes of those students who have been referred; including the impact that this support has had on the student once they return to the subject or a full-time timetable.

- LSSO uses the “key faces” Meetings as the main forum in contributing to the ongoing discussions about how best to support individual students. SSO and Heads of Year have, in consultation with their line manager, the final decision on what pastoral support each student should, and should not, be given.
- Home visits will not be a common practice but when necessary or appropriate they will be led by a SSO and or the family support worker, who should also work alongside the LSSO if they too want to complement the support they are already providing a student within the school by conducting a home visit. The LSSO will support good relations with families by promoting work achieved in the centre, including phone calls home.
- The procedures which allow a student to be referred to Restart must be adhered to in all cases. It is important to add that no student can make a self-referral to Restart.
- All pastoral and academic referrals to Restart must have clear aims which can then be evaluated as part of our procedures to measure impact. Learning aims need to be set alongside providing a scheme of work or learning resources so that the learning mentors are clearly guided in the work that they are being asked to deliver.
- Full use of online learning will help to complement the work given by subject teachers within Restart.
- Work on social and emotional skills provided by the LSSO should be there to complement the support a student may be receiving through other outside agencies, such as: Life Skills, a counsellor, Educational Psychologist (EP), Speech and language Therapist (SALT), Occupational Therapist and Specialist Resource Teacher. An outline of support being provided should be presented at inclusion meetings to ensure that this collaborative working is maintained.

Team Around the Child (TAC)

The school is also supported by a range of external support services, including:

- Local authority support officers, e.g. Education Welfare Officer, EP
- Social Services
- Educational Welfare Service
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- The Health Service.

Collaboration is a key aspect of how we support students at Hollyfield School, including those who are at CAF (Common Assessment Framework) status. The Inclusion Team meets on a weekly basis. This includes: The Headteacher, Safeguarding Leads, Attendance Leads, SEN Co-ordinator (SENCO) & the LSSO. It may also include invited associates such as Heads of Year and SSO.

These meetings are an important way of communicating the needs of students and how we are responding to changing needs; it is the key to providing effective multi-agency support. Minutes from the Fair Access Panel are given priority at this meeting and decisions over a Common Assessment. All students who are recognised as being vulnerable in our school, and who are not monitored on our SEN register, are monitored through our compilation of a Vulnerability Register. All students who are deemed vulnerable have a pre-CAF form at the start of the academic year and this triggers a CAF as appropriate. At all Additional Educational Needs (AEN) meetings minutes are taken and then distributed to all key stakeholders, including the Headteacher.

Special Education Needs

The specific objectives of our SEN policy are as follows:

- to identify students with SEN and to monitor progress and set provision according to need
- to measure the impact of all SEN intervention
- to ensure teachers have the strategies to support SEN students in mainstream classroom through the implementation of Individual Education Profiles (IEPs) and "SEN in a Nutshell" strategies, termly learning walks and drop in take place to assess the quality of adaptive teaching
- to ensure the regular staff training around SEN and SEN students are delivered throughout the year
- to ensure that students with SEND have the opportunity to join in with all the activities of the school
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The school has an Accessibility Plan in line with the Disability Discrimination Act (2006) and makes every effort to provide access and equality of opportunity for students with disabilities.

The role of the inclusion team is pivotal in supporting the learning of students throughout the school. Its involvement with the children begins with pre-entry transition work with primary schools, continues through screening, assessment and intervention and ends with support for final exams, preparing for adulthood and work with colleges to which students will transfer.

As part of the inclusion team the school employs a Deputy SENCO who works alongside the SENCO in the delivery of intervention programs for SEN students. The Deputy SENCO has a responsibility to track progress of withdrawal groups / students using baseline assessments, and map provision according to changing needs. A copy of the provision map, withdrawal groupings, assessment data and tracking is held by SENCO.

Although the Governing Body as a whole is responsible for making provision for pupils with SEN, the Governing Body nominates one of its members to take a special interest in SEN. The Governing Body has agreed with the London Borough of Richmond upon Thames that the school admission criteria does not discriminate against students with special education needs or disabilities.

Identification and Assessment

All children are screened on entry for a range of barriers to learning via an initial Cognitive Abilities Test (CATS) assessment and follow-up testing as necessary. A process for induction for all students has been established to ensure clarity and effective identification. The school uses a graduated approach as its basis for identification.

A range of evidence is collected through CATS and reading assessments.

We also identify a child's needs, strengths and skills through:

- information transferred from the previous school
- observations, concerns and assessments of the Form Tutor and other teaching staff
- concerns expressed by the students
- concerns raised by parent
- concerns raised by external specialist support staff
- concerns raised by outside agencies
- the student's record and profile
- concerns raised at the "key faces" meeting

A graduated response is implemented to meet these identified needs. All SEN students will have an IEP which should inform all mainstream planning and intervention.

Individual Education Profile (IEP)

Although the use of IEPs is not a MUST in the SEND 0-25 Code of Practice (2014 amended 2015), Hollyfield School believes that this continues to be a good way of sharing information across the school, with parents and other stakeholders.

The IEPs will set targets for the student and will detail:

- The barriers to learning that the student faces
- The teaching / learning strategies to be used
- The provision to be put in place
- Any access arrangements for end of year/GCSE examinations

The IEP will be reviewed at least twice a year. The IEP is also the focal point of Annual Reviews for students with EHCPs. Students will participate fully in the review process. Parents/carers will also be invited to participate in the target-setting and review process.

Strategies identified within each student's IEP align with the universal offer found within the whole school 'SEN in a Nutshell' strategy in order to provide consistent support across all subject areas. This is regularly monitored by school leaders via lesson observations, learning walks, regular drop ins and work scrutiny. The drop ins are to assess the quality of adaptive teaching, the quality of retrieval practice, effective scaffolding and the use of TAs.

SEN Continuing Professional Development (CPD) is prioritised to support in class adaptations and an inclusive classroom environment.

SENCO Monitoring

SENCO Monitoring is part of wave one intervention which is specific to Hollyfield School. In line with the monitoring and tracking, the school will identify where a learner is not making the expected progress and a file to monitor and record the student's needs is started. Information is gathered, an initial assessment made, the parents of the student are informed. Parents are always informed of any intervention and IEPs are shared with parents on an annual basis.

SENCO Monitoring will be implemented to help support these needs. The student will be set individual targets and a record of progress is undertaken. Progress is continuously monitored

by the Form Tutor and the SENCO and is reviewed and evaluated in consultation with the parents. The outcome will be used to inform the SENCO on whether the student may need to move on to SEN Support where further support is needed, in line with guidance.

SEN Support

SEN support is characterised by the involvement of external services where needed such as:

- Educational Psychologist
- Educational Welfare Officer
- School Nurse
- Occupational Therapist
- Speech and Language Therapist
- Clinical Psychologist
- Social services
- Community police

Depending on the needs of the student these professionals may be invited to contribute to the monitoring and review of progress, often as part of a Team Around the Child (TAC) meeting. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The outcomes will be used to inform whether the child needs continued support or, if the child is still not making appropriate progress with their targets, whether a request needs to be made to the LA to carry out a Statutory Assessment process.

Statutory Assessment of SEN

The assessment must be completed as directed within the Code of Practice. The school will present its documentary evidence to the SEN Panel of the Local Education Authority (LEA) to show what strategies and interventions have been carried out and the levels of progress made by the student. The views of the parents and all professionals will be sought about the child's SEN.

The child will continue to be supported by the school at SEN Support level during the statutory assessment period.

In exceptional circumstances, a child may be referred for statutory assessment as soon as a diagnostic or medical assessment has been carried out, if the school considers that the child's needs cannot be met, or that the child needs immediate specialist intervention.

Where a student with an EHCP remains within or is transferred to Hollyfield School, the funding and resources supplied by the LEA to support an EHCP may be distributed to the academy in different ways:

- Within the overall delegated budget for all children with SEN
- Devolved to a named child
- Provided directly from central LEA funds.
- The Governors of the school are legally responsible for ensuring that the funding provided through an EHCP is used for the named child.
- The SENCO will ensure that once an EHCP is made:
 - The child's records are maintained and kept up to date
 - All staff are made aware of the child's status

- Teachers monitor and review the child's progress on a regular basis, together with support staff
- The school's usual pastoral and curriculum monitoring processes are used
- IEPs are in place & updated regularly
- Parents are kept informed and involved
- Statutory annual review and, where necessary, interim reviews are arranged.

The annual review in Year 10 will be particularly significant in preparing for the pupil's transition to employment, further education and adult life. This review must therefore involve input from the school's Careers Team.

Data Tracking

Assessment data in core subjects is analysed to ensure that the SEN list is monitored and students may be removed or added to this register according to progress. Whole attainment data informs the SEN provision map.

Accessibility Plan

Learning Support and the Phoenix Provision play a key role in developing accessibility for all SEND students at Hollyfield School. A register of students who are defined as disabled although are not SEN is compiled against the SEN list in our Vulnerability Register.

As part of this implementation registered students will be involved to ensure that our provisions for access are being considered as the academy and its facilities develop.

Vulnerability Register

A register of students who are deemed to be vulnerable, and who may not be on the SEN list, is compiled and provision is mapped to ensure that there is clarity on how we are meeting these individual needs and to monitor the progress of this cohort

English as an Additional Language (EAL)

Our EAL register is reviewed on a termly basis and is a key document when applying for access arrangements for this cohort.

A welcome pack is also in place. This has been just one feature of the induction procedures for EAL students; which also includes having clear procedures for induction, creating school ambassadors to show new students and parents around the school and whole school INSET training on supporting EAL students in mainstream classrooms.

Speech and Language Therapist (SALT)

The SALT provides both individual and small group intervention for students with language and communication difficulties within the Phoenix Provision. Students who will benefit from this provision will extend beyond our school within the first year to ensure we support partnership schools in supporting students with Speech Language Communication needs; alongside those educators who work to support them.

ROLES AND RESPONSIBILITIES

Headteacher

The Headteacher is responsible for implementing this policy. They will ensure that the various agencies involved in the provision of SEN services and the care of SEN pupils. The Headteacher is responsible for regularly reviewing the application of the policy within the school and to ensure regularly that practice follows the principles of the policy. They are responsible with the governors for ensuring that this policy is reviewed on an annual basis.

Director of Inclusion

The Director of inclusion leads on SEND across the trust. They have a strategic overview role for inclusion. This includes supporting SENCOs and senior leaders within the Every Child, Every Day Trust. This role has an overview responsibility for ensuring that:

- SEND remains a priority across all schools
- Schools are equipped with the right tools to support learners in the classroom
- SEND CPD is prioritised
- There is a clear universal offer for all staff to support with planning for classroom adaptations (SEND in a Nutshell)
- All leaders are leaders of SEND
- All teachers are teachers of SEND
- There is accurate identification of SEND
- Needs are identified and met earlier and more effectively
- Preparation for adulthood is delivered from the earliest stages, to support effective transitions, including into employment.
- Right support, Right place, Right time
- Collaborative work with external agencies
- The quality of teaching and experiences for children and young people with SEND in every school setting is good or better
- SENCOs and senior leaders are supported in prioritising SEND

The Director of Inclusion is responsible to the Headteachers for ensuring the daily application of the Inclusion Policy.

The Governors

The governors are responsible as “critical friends” of the school for monitoring the application of this policy by the Headteacher and staff in regards to the implementation of our Inclusion Policy. Governors will review the policy and agree with the Headteacher any changes that might be identified as necessary. They will ensure that they receive regular reports and data concerning Inclusion within the school, the effect of inclusivity on attainment, and will consider these at their full Governing Body meetings and at their committee meetings.

The governors have a statutory role to play in the application of the Inclusion procedures and will ensure at all times that they review dispassionately the actions of the school, always bearing in mind the overriding interest of the students and the school community as a whole. The governors will ensure that they witness the working of the school first hand and will always reinforce with staff, students, parents and carers the messages conveyed within this policy.

SEN Co-ordinator (SENCO)

The SENCO is responsible to the Director of Inclusion for managing SEN provision within Hollyfield School and for ensuring that proper coordination and liaison takes place between the internal and external resource providers. The SENCO is also responsible for ensuring that

the best interests of all students are prioritised and that proper consultation takes place with the child's parents, external agencies and other schools.

Heads of Faculty

Heads of Faculty work alongside the SENCO in setting wave one and two interventions for SEN students within their faculty area; they also have a responsibility to ensure that teachers in their faculty use the strategies included in students' IEP to inform planning and delivery of mainstream lessons.

Teachers

Teachers are responsible for delivery of curriculum for all students in their classroom, including those students who are SEN, have a disability, have EAL or are deemed vulnerable. Teachers should use IEPs to inform their planning, attend Teacher Around Child meetings for students they teach, respond sensitively and professionally to specific information regarding vulnerable student's needs, often as part of our "key faces" programme, and to discuss the role of a learning support assistant (LSA) in their classroom through the LSA agreement framework.

Learning Support Assistant (LSA)

The LSAs have a responsibility to work with the EHCP student(s) they have been assigned to alongside as a "key worker". The number of students assigned to each LSA is kept to a minimum so that a strong relationship can be built between them.

Together with the subject teachers the LSA must monitor progress and work toward setting clear objectives using a Teacher Learning Support Agreement. This agreement ensures that the LSA is working within agreed parameters with subject teachers. LSAs also record their work with the student through maintaining a monitoring record alongside examples of students' work to show progress. The SENCO will monitor the work being done by LSAs using these records and the LSA agreements as the basis for individual discussions.

The objectives and strategies are agreed and reviewed on a term by term basis between subject teacher and LSA through the use of a LSA agreement.

The LSA plays a key part in monitoring student progress and has a significant input in the annual review with parents.

LSAs also work to support other SEN students as part of an over-learning programme focusing reinforcement of key vocabulary during AM registration time to support the whole school literacy programme.

Form Tutors

The Form Tutor is responsible for maintaining vigilance in respect of inclusivity and the identification of SEN amongst the students in his/her care and should refer to SENCO any particular concerns. They will also assist with the setting of targets for SEND students within the procedures set out for academic target day.

Parents/Carers

The school will ensure at all times that the Parents and Carers are made aware of the contents of and the underlying principles behind this policy and will take active steps to ensure that the

message of the best possible education for all children within the Hollyfield School community is clearly conveyed.

MONITORING AND REVIEWING

The Headteacher and the Governing Body will review this policy on an annual basis.

OTHER POLICIES

This policy should be read in conjunction with:

- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Safeguarding Policy
- Complaints Policy
- Teaching & Learning Policy
- Suspension & Exclusion Policy
- Freedom of Information Policy
- Home School Agreement
- Equalities Policy
- EAL Policy

If you need this document in large print or alternative format please contact rgonyora@eced.org.uk