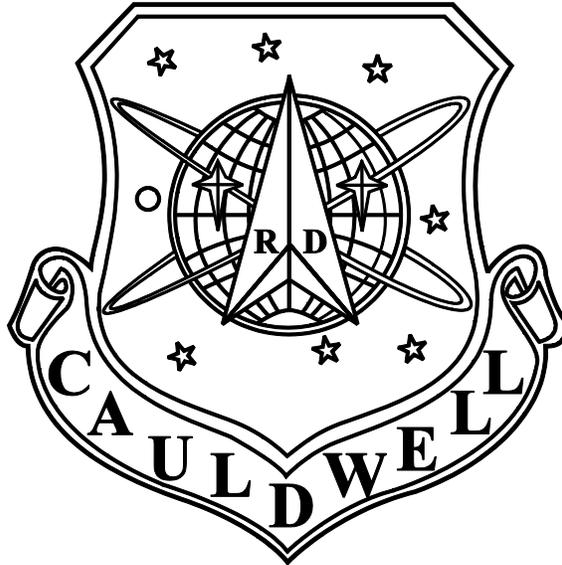


Cauldwell School



SH053	Version 1	Inclusion Policy (Special Educational Needs and Disabilities, Mental Health and Well-Being)	
Co-ordinator:	Kerrie Gobindram		
Link Governor:	Jane Knapp		
Approval:	Local Governing Body of Cauldwell School		
Document Location:		<ul style="list-style-type: none"> • Staff Handbook on VLE • School website (SEND page and Policies page). 	
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Document History:

Version	Description	Date	By
1.0	Reviewed by co-ordinator and amended, adding Young Carers to policy.	October 2017	KG
1.0	Review by co-ordinator, amended	October 2018	KG



Caldwell School

Inclusion Policy

Mission Statement

At Caldwell School our mission statement '**Committed to Achievement for All**' is the philosophy underpinning our inclusive practice to ensure the best possible outcomes for all of our pupils, whatever their ability or background. We value the abilities and achievements of all children and are committed to providing the best possible environment for learning for every child.

Through targeted, inclusive provision, we ensure that we respect the fact that children:

- have varied educational and behavioural needs.
- require a variety of strategies for learning.
- acquire, assimilate and communicate information at different rates.
- Need a stimulating range of different teaching and learning experiences in order to access and develop skills, including basic skills.

All staff at Caldwell share the responsibility for identifying and assessing the needs of all pupils, ensuring they reach their full potential. This includes making appropriate personalised provision for every child to ensure they can access and participate in all areas of school life.

The Head Teacher, Senior Leadership Team, SENDCo and Governors ensure that all staff are supported and given relevant training in order to achieve these expectations.

Relationship to other policies

This policy is written in line with the requirements of:

- Children and Families Act 2014 and associated regulations
- Special Educational Needs and Disability Code of Practice 0-25 years (DfE, 2014)
- Equality Act 2010
- Schools Admissions Code (DfE, 2012)

It is updated annually.

This policy should be read with reference to our policies on EAL, MAT, equal opportunities, admissions, data protection, health and safety, physical intervention, intimate and personal care, behaviour and whistle blowing, and to the school complaints procedure.

The school accessibility plan and SEND policy are integral parts of this policy.

This policy and other SEND information (including the SEND information report) can be found on Cauldwell School's website:

<http://www.cauldwellschool.com/>

Cauldwell School

Special Educational Needs and Disabilities Policy

SEND legislation

This policy is written in line with the requirements of:

- Children and Families Act 2014 and associated regulations
- *Special Educational Needs and Disability Code of Practice 0-25 years* (DfE, 2014)
- Equality Act 2010
- Schools Admissions Code (DfE, 2012)

It is updated annually.

This policy should be read in conjunction with the following school policies:

This policy links with the policies on inclusion, admissions, data protection, health and safety, behaviour and whistle blowing, and to the complaints procedure. The school accessibility plan is an integral part of this policy.

This policy was developed by the SENDCo in consultation with with the school's SEND governor, senior leadership team, all staff and parents of young people with SEND.

Definition of SEN

By law, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her (Children and Families Act, 2014, Part 3,) and the educational provision that is required to meet the needs is 'special'. A young person has such a difficulty if s/he experiences:

- significantly greater difficulty in learning than the majority of' same-age peers, or
- s/he has a disability which prevents him (or her) from making use of (educational) facilities 'of a kind generally provided for' same-age peers in mainstream educational institutions.

(Children and Families Act 2014, Part 3,)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as '...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'. 'Long-term' is defined as 'a year or more'. 'Substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*. This may include children and young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

Aims

To identify children with special educational needs and disabilities and ensure that their needs are met

To ensure that all children have access to a broad and balanced curriculum and the opportunity to achieve their full potential

To provide a differentiated curriculum appropriate to the individual's needs and ability

To provide additional support as appropriate, for children who have an Education, Health and Care plan (EHCP).

To ensure that the children are fully aware of their targets and are involved with decisions which affect their education

To ensure that parents of children with special educational needs are an integral part of the assessment cycle, having opportunities to contribute to decisions regarding their child's individual Education Plan (IEP) and support in school.

To promote effective partnerships and involve outside agencies when appropriate

To facilitate all elements of the SEND code of practice 2014

Roles and responsibilities

Class Teachers

Class teachers have overall responsibility for all pupils in their class and are aware of the school's procedures for the identification and assessment of and subsequent provision for SEND/EAL children. Teachers work in collaboration with the SENDCo to collect all available information regarding the children. It is the teacher's responsibility to produce an IEP for all children with SEN and review them termly in line with the schedule.

SENDCo

The SEND Co-ordinator has responsibility for co-ordinating the day to day provision of education for children with SEND. The SENDCo will be supported by the governor for SEND, the LSA team, the behaviour specialist and the Family support worker.

The SENDco will meet with teachers regularly to review and assess the special needs of the children in their class. S/he will also meet with the LSA team to support their delivery of special needs support strategies. The SEND team meet termly to discuss strategies and progress.

Head Teacher

The Head Teacher meets regularly with the SENDCo, works closely with the SEND team and keeps the governing body well informed about SEND within the school.

Governors

The link SEND governor and has the responsibility to ensure the school site is accessible for all members of our community including those with physical disabilities. The link governor for SEND must liaise with and support the work of the SENDCo, meeting termly for updates and review of specific areas of SEND. The link governor will visit classrooms to monitor the effectiveness of the policy.

Identification, assessment and provision for all pupils with special needs

Early identification of children with SEN is a priority. Prior to entry to school home visits are carried out as well as visits to the feeder nurseries. On entry to school the children's attainment is assessed. Appropriate screening and assessment tools will be used when necessary.

Resources are allocated according to need and are stored both centrally and within relevant classes. The need for and use of resources will be discussed at inclusion team and whole staff meetings. Special resources can be supplied by outside agencies when required.

The teacher and SENDCo will continually, by observation, discussion and assessment, identify children with SEN. The class teacher and SENDCo will determine a programme of support that meets the needs of the individual children. Following this the class teacher will write an individual education plan for each child in her class with SEND. The class teacher is responsible for maintaining and reviewing the IEP termly following formal assessment periods in October, February and June. All practitioners involved with the child will contribute to the IEP review. The child's barriers to learning will be discussed with parents. The IEPs will be amended with the parents and reviewed and new IEPs must be signed by them and their comments noted. IEPs can also contain targets to be supported at home. One copy goes home to parents one copy is kept in the central SEND file in the inclusion room and a third copy is kept in the class SEND file. Individual class provision maps are also drawn up containing information regarding the needs of all children in the class (SEN, EAL and G&T).

Areas of Need

There are four broad areas of need. These are communication and interaction, cognitive and learning, social, emotional and mental health difficulties and sensory and/or physical needs. A child may have needs in one or more than one of these areas.

Triggers for SEND Support

If, despite receiving differentiated learning opportunities and targeted, temporary interventions a pupil:

- makes little or no progress
- shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties
- has sensory or physical problems
- has communication and/or interaction difficulties

he/she will, with the parents' permission, be placed on the school's Special Needs Register and will be placed at the SEND Support model of assessment and provision.

SEND Support

When a child is identified as having SEN, the school will take action to remove barriers to learning and put effective special education provision in place. This support will take the form of the four part of, assess, plan, do, review.

Assess

A clear assessment and analysis of the child's needs are carried out. This may be a combination of formal testing, assessments, looking at previous attainments as well as informal observations. Assessments will be carried out and reviewed regularly to ensure the correct intervention is taking place.

Plan

The class teacher, with support from the SENCO, will plan specific interventions and support that are additional to, or different from, those provided as part of the class's usual differentiated curriculum.

A Provision Map will be put in place which outlines the type and frequency of provision. This is monitored by the class teacher with support and advice from the SENCO. This will be discussed with the pupil and parents and reviewed termly.

Do

The class teacher will remain responsible for working with this child. Where the child has additional teaching from a Learning Support Assistant (LSA), the class teacher still retains responsibility. The class teacher will work closely with the LSA to plan and assess the impact of the interventions and to make links between the classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the pupils progress will be reviewed termly by the class teacher. Parents and the child, where possible, will be involved in this review. Next steps should be planned at this stage and decisions made about whether the child still needs extra interventions, they no longer

need extra support or whether an Education, Health and Care needs assessments needs to be completed. If a pupil continues to make inadequate progress, in consultation with parents we will use a range assessment tools to determine the cause of the learning difficulty. 'Inadequate progress' is that which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

SEN Code of Practice (2014, 6.17)

At this stage a child is placed on the SEND register.

Involving External Specialist Support

If, after a period of time, and despite receiving an individualised programme and/or concentrated support, the pupil continues to make little or no progress in specific areas, outside agencies may be consulted. This maybe in the form of Educational Psychologists or Advisory Teachers. They will write a report containing recommendations which the school will implement.

School Request for Education, Health and Care Needs Assessment

For a very few pupils the help given through SEN Support may not be sufficient to enable the pupil to make adequate progress. The school, in consultation with the parents and any external agencies already involved, will consider whether to ask the LA to initiate a statutory assessment. The school will submit an Education, Health and Care Needs Assessment to the LA which will be considered in accordance with the Borough's guidelines and criteria.

If the Borough agrees with the school, an Education, Health and Care plan (EHC plan) will be produced by the LA. Pupils with an EHC plan will have provision made for them in accordance with their plan. They will be fully integrated into the school and take part in all school activities which are appropriate to them. A time-table, specific to their support needs, will be prepared by the class teacher in discussion with the designated LSA and be made available to the parents of the child and any outside agency involved with the child.

Staff Training

In-service training will be undertaken by the Special Educational Needs Co-ordinator where appropriate, in order to facilitate regular review and update of the school's Special Educational Needs Policy and procedures.

Whole school in-service training will be organised according to need and priority of the school's development plan.

The SENDCo will keep staff informed of any new developments with regard to Special Needs planning or provision.

Budget

Funding for extra time and resource allocation to pupils with Special Educational Needs will be made with reference to the school budget allocated for Special Educational Needs additional support.

The voice of the child

All children will be involved in making decisions where possible regarding setting and reviewing their IEP targets. The annual review process for educational statements and EHC plans has a child-centred approach at Cauldwell School.

Record keeping

The school will record the steps taken to meet children's individual needs. These records will include: information from parents, initial requests for SENDCo involvement, information on progress and behaviour, chronological IEPs/ILPs, and any information from other agencies. The SENDCo will maintain the records and ensure access to them. They will be kept in the inclusion office.

Staffing policies and partnerships with bodies beyond the school

All staff will receive appropriate in-service special needs training as identified necessary by the SENDCo head teacher and governing body.

The school will involve other outside agencies where appropriate using an early help assessment request form (EHA) or referral for NHS services through the Child Development Centre (CDC). Children with a specific learning difficulty or an acute behaviour problem may be observed by one of the following:

- Educational psychologist
- Learning support team
- Emotional and behavioural support team
- Learning support for the deaf (SICD)

It may also be necessary to enlist the support of:

- The school nurse
- The child's GP
- A speech therapist
- An occupational therapist
- A physiotherapist
- Social services
- Voluntary organisations

The SENDCo will liaise with other agencies and seek their advice at review or as appropriate. The SENDCo will maintain a record of such meetings in the child's SEN file. The SENDCo will liaise with other schools when necessary.

Evaluating success

Provision/intervention maps and progress trackers will be used to evaluate success along with any further, more specialised assessments.

Admission

School admission arrangements apply to all children, including those with special educational needs (see admissions policy). However, in certain circumstances admission may be adapted e.g. integration with special schools. We recognize that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 2014 1:33)

Transfer arrangements

A programme of visits/meetings is in place to ensure smooth transition of special needs children from nursery school to Cauldwell. The SENDCo will attend a SENDCo transition meeting to discuss the needs of children transferring to secondary schools. Where children transfer to other schools contact may be made by phone/letter/e-mail to ensure smooth transfer. All paperwork will be passed on. Cauldwell has strong links with St John's special school, including shared opportunities for special needs children.

This policy is monitored and evaluated by the SENDCo and the named link governor. The SENDCo will submit a progress of inclusion report to governors yearly. The SENDCo will evaluate the policy's success and implementation.

Arrangements for complaints

Please refer to Cauldwell School Complaints Policy.

Cauldwell School

Mental Health and Well-Being Policy

Legislation and guidance

- *Certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events.*
- *Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems.*

(departmental advice March 2016)

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

(World Health Organization)

At Cauldwell we promote a caring, supportive environment in which each individual is valued and respected. We have high expectations for all and we are committed to 'Achievement for all'. We recognise that all children and

young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

Everyone experiences life challenges that can make us vulnerable. At times, anyone may need additional support to maintain or develop good mental health.

- 1 in 10 children and young people aged 1 – 15 years have a clinically recognisable mental disorder in any one year
- 1 in 4 adults will experience mental health difficulties; at least half of these difficulties can be traced back to childhood

The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.

At Cauldwell, we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health.

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

At Cauldwell we recognise these needs and rights. We are committed to raising awareness, increasing understanding and ensuring that all schools can and do make a difference by providing a place where all children and young people feel safe, secure and able to achieve and experience success and well-being.

At Cauldwell we offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

We promote a healthy learning environment providing opportunities that promote positive mental health, through the standard curriculum and extended provision, e.g. Circle Time, SEAL, play, nurture groups, differentiated learning activities, individual timetables, parents/carers groups, challenging stereotypes, etc.

The implementation of the policy for promoting positive mental health in schools:

- Will give Cauldwell school a cohesive and co-ordinated approach to mental health
- Should underpin all policies and practices currently used.
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and will be developed in consultation with the whole school community. This policy should be read in conjunction with our medical policy in cases where a student's mental health overlaps with or is linked to a medical issue and the SEND policy where a student has an identified special educational need.

The Policy Aims to:

- Promote positive mental health in all staff and students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students. Staff with a specific, relevant remit include:

- Mrs J Apps - designated child protection / safeguarding officer
- Mrs K Gobindram – Inclusion manager, deputy safeguarding officer and wellbeing lead (pupils)
- Ms S Durham – Parent support worker, deputy safeguarding lead and wellbeing lead (parents)
- Mr D Wiltshire – wellbeing lead (staff)
- Mrs S Stevens – PSHE co-ordinator

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the mental health lead in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer of staff or the head teacher.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the Cambridge PSHE scheme to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community.

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with Mrs Gobindram, our emotional wellbeing lead.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating/sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement

- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'

All disclosures should be recorded in writing on a cause for concern form and held on the student's confidential file.

This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

This information should be shared with the mental health lead, Kerrie Gobindram who will provide store the record appropriately and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If we feel it is necessary for us to pass our concerns about a student on then we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

We should never share information about a student without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent (see safeguarding policy). It is always advisable to share disclosures with a colleague, usually the mental health lead, Kerrie Gobindram, this helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the student, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the student and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed if a student makes a disclosure and students may choose to be involved with the discussion with parents themselves if applicable.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the designated safeguarding officer must be informed immediately.

Working with Parents

- Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):
- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the student, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect. We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g., parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with All Parents

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

Supporting Peers (where appropriate for older pupils – year 5/6)

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing/saying which may inadvertently cause upset
- Warning signs that their friend help (e.g., signs of relapse) Additionally, we will want to highlight with peers:
- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep students safe. We will host relevant information on our virtual learning environment for staff who wish to learn more about mental health and wellbeing.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

References:

- Mental health and behaviour in schools Departmental advice for school staff - March 2015
- Practical solutions for Managing Behaviour and Mental Health in Schools – Butterfly print 2015
- Using Mental Health Standards in Early Years Settings – Butterfly print 2015
- Mental Health and Behaviour in Schools for Managers - Butterfly print 2015
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NB Please read this policy in conjunction with the Equality policy and as part of the Inclusion policy.