

Barlaston C.E (VC) First School

Special Educational Needs and Inclusion Policy

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Special Educational Needs and Inclusion Policy

Equality Statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Dyslexia Statement

To ensure that children on the dyslexic spectrum have equal opportunities and that their diverse strengths are celebrated and built on.

1) Definition Of Special Educational Need (SEN) / Disability

Children have a special educational need/disability if they have a learning difficulty that calls for special educational provision to be made for them. Pupils with a disability have a special educational need if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in that area.

Children have a special educational need/learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Display a significant difficulty in one or more specific areas of learning, which may be diagnosed as a specific learning difficulty (SPLD) such as , Dyslexia or Dyspraxia.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2) Objectives

The school will endeavour:

- To offer an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of those pupils.
- To use consistent criteria to measure children's performance, identifying strengths and weaknesses, so that their rates of progress, over time, may be assessed to ensure all learners make the best possible progress.
- To provide and deliver individual education programmes (IEPs) of special needs support designed to meet each child's identified needs within the context of the whole curriculum.
- To ensure that learners express their views and are involved in decisions that affect their education, whenever possible.
- To employ clear procedures that will enable staff to monitor progress and use agreed pro-formas for recording work with children with SEN
- To ensure staff recognise that there is a continuum of special needs support and to provide a structure by means o which outside agencies can be involved at an appropriate stage.
- To promote procedures that enable staff to liaise with parents on an informal and formal basis.
- To promote procedures that enable staff to liaise with the local middle schools regarding pupils with SEN
- To ensure that pupils with special educational needs/disability join in with all the activities of the school.

3) Co-ordinating educational provision

Governors

The governing body has appointed Mrs Merrilyn Coutouvidis as having responsibility for Special Educational Needs. She liaises with the Special Educational Needs co-ordinator (SENCO) and monitors the school's work on behalf of children with SEN. (annually reviewed based on report from senco?)

The governing body must:

- Do their best to ensure that the necessary provision is made for any pupil who has a special educational need/disability.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have a special educational need/disability.
- Ensure that pupils join in with the activities of the school together with pupils who do not have an educational need/disability.
- Have regard to the Special Educational Needs Code Of Practice when carrying out their duties with regard to children with SEN/a disability

- Ensure that parents are consulted about a decision by the school that SEN provision is being made for their child.

4) Roles and Responsibilities

The name of the school SENCO is: Mrs Heather Moran who has achieved the NASENCO award (National Award For Special Educational Needs Co-ordinators) in March 2012.

The SENCOs responsibilities include:

- Overseeing the day to day operations of the SEN/Inclusion policy.
- Co-ordinating provision for children with SEN/ a disability.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Suggesting suitable intervention programmes for specific pupils.
- Liaising with the parents of children with a SEN/disability.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

The class teacher has a responsibility to:

- Gather information about the child and make an initial assessment of the child's special educational need or disability.
- Consult with the child and child's parents or carers.
- Provide special help within the normal curriculum framework, exploring ways in which increased differentiation might better meet the needs of the individual child. (Wave 1 interventions)
- Monitor and review the child's progress.
- Liaise with the SENCO
- Be responsible for the writing and reviewing of IEPs for the children in their class, with support from the SENCO.

5) Admission Arrangements

The governing body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs/disabilities, and its admissions policy has due regard for the guidance in the codes of practice that accompany the SEN and Disability Act 2001.

6) Specialist SEN Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through Early Years Action and Early Years Action plus. The class teacher with support from the early Years SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of a child's learning.
- Involve parents in implementing a joint planning approach at home.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring the records are kept and are available as needed if school refer a child for a statutory assessment, we will provide the LEA with a record of our work with the child including arrangements we have already made.

7) SPLD-Dyslexia Friendly

At present our school is working towards achieving Dyslexia Friendly Status. To date the school has renewed Level 1 and has an action plan to work towards full Dyslexia Friendly Status and aims to achieve this by 2014. Classrooms, displays, approaches to delivering the learning are focused on enabling all pupils to reach their potential.

All staff use the LEA's 'Indicators of Dyslexia' to identify children with specific learning difficulties. Provision for these children focuses on a multi-sensory approach.

8) Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will initially be identified on a tracking sheet, which will provide information about where a child is not progressing satisfactorily. If progress remains unsatisfactory the class teacher may need to consult the SENCO to discuss what could be done. This may lead to the conclusion that the pupil require help over and above that which is normally available within a particular class or subject (wave 1 teaching) The key test for the need for action is evidence

that current rates of progress are less than 2 sub levels per year. Adequate progress can be defined in a number of ways it might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensure access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrated improvements in the child's behaviour.

9) School Action

When the teacher or a SENCO identifies a child with a special educational need/disability, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called school action (Wave 2.) The triggers for intervention through school action will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication/ and or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside agencies and professional may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them with parental consent/wishes. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning work implemented by a TA who will track and record progress (wave 2 programs.)

10) Nature Of Intervention

The SENCO and the child's class teacher will decide on the nature of intervention needed to help the child progress in the light of their earlier assessment. This may include:

- Different learning materials of special equipment.

- Some small group or individual wave 2/3 support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- Access to the LEA support services for one-off occasional advice on strategies or equipment.

11) Individual Education Plans (I.E.P)

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will be in a child friendly format and will include information about:

- Short term targets for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be renewed.
- Outcomes (to be recorded when the IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed termly and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and will be involved in setting targets.

12) School Action Plus

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with the parents, at a review of the child's IEP. At school action plus external support services, will usually see the child so that they can advise teachers on new IEP's with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities. The SENCO may request additional funding at ACN, HLN1 or HLN2 depending on the specific needs of the pupil. The triggers for school action plus will be that despite receiving support under school action, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that of children of a similar age.
- Continue to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development or social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of interventions recorded in the IEP continue to be the responsibility of the class teacher in conjunction with the permission of the parents. At all times parents will be involved in the decision to request external agencies.

13) School Request for a statutory Assessment

When a request for a statutory assessment is made by the school to the LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs/disability and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through school action and school action plus. This information may include:

- Individual education plans for the pupil.
- Records or regular reviews about the child.
- The pupil's health including medical records where relevant.
- National curriculum levels of attainment in Literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and views of the child.
- Involvement of other professional such as health, social services or education welfare services.

14) Statutory Assessment Of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational need/disability is necessary. A child will be brought to the LEA's attention as possible requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggest the child's learning difficulties or disability have not responded to relevant and purposeful measures taken by the school and external specialists, the LEA will

consider the case for a statutory assessment of the child's social educational need/disability. The LEA may decide that the nature of the child's difficulty/disability may require educational provision through a statement. A statement will include:

- The pupil's name, address and date of birth.
- Details of all of the pupils special needs.
- Identify the special educational provision necessary to meet the pupil's special educational needs /disability.
- Identify the type and name of the school where the provision is to be made.
- Include relevant non-educational needs of the child.
- Include information on non-educational provision.

All children with statements of special educational need/disability will have short-term targets set for them that have been established after consultation with parents and the child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

15) Annual Review Of A Statement Of Special Educational Need/Disability

All statements will be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or provision specified in the statement. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

The review in Year 3 would be classed as a transition review and will aim to give clear recommendations as to the type of provision the child will require in middle school. It will then be possible for the parents to visit the middle school and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school usually visits the school to discuss the provision required for the child in middle school and to help them to plan an appropriate IEP for the child.

16) Resources

Provision of resourcing for SEN/Disabilities is made within the annual budget and in line with the school's development plan and requests for additional funding may be made through the AEN funding process.

Money is allocated into the school budget based on the number of free school meals, the results of statutory tests and as appropriate individual needs based funding. This funding is used for salaries of classroom assistants, additional teacher support and for specialist learning resources.

The SENCO has some release time to liaise with outside agencies and parents and to assess children and liaise with other staff. A special educational needs resource base is located in a box file in the photocopying room, which contains information on specific areas of concern, for example, Dyspraxia, Autism and Dyslexia.

17) Monitoring The Policy

The following criteria will be used to monitor implementation and effectiveness of the policy:

- Evidence of effective record keeping including IEPs which have been reviewed.
- Evidence of movement between stages on the SEN register, both towards formal assessments and off the register.
- Parental involvement in decisions about their child's education.
- Staff awareness of the issues around SEN/disability, such as, successful implementation of IEPs and identification of pupils who require special arrangements eg. for SATs.
- Effective internal assessments of pupils with special needs/disabilities, for example, reading ages.
- Good attendance records for children with special educational needs/disabilities.

18) Complaints Procedure

Any complaint is dealt with sensitively and promptly. The initial point of contact is the class teacher. If the problem fails to be resolved then the SENCO /head teacher will be consulted. If any person feels their complaint has not been dealt with adequately by the school staff, they are able to contact the named governor for SEN/disability who is Mrs Merrilyn Coutouvidis who will report their concerns to the governing body. The school will provide information about the Parent Partnership Service to all pupils with special educational needs or a disability.

19) Partnership with Outside Agencies/Parents and Volunteers

The school makes good use of all agencies involved in supporting pupils. We encourage regular visits and support from SENSS, psychologists, learning and behaviour support, Autism Outreach and PDSS (physical development support service) Other agencies which the school makes use of are The Educational Welfare Officer, the school nurse, Social Services, Child Protection and speech and language therapists.

Parents can be involved in supporting pupils in school, for example, with reading activities, helping on school trips, supporting sporting activities and becoming involved in the P.T.A

20) Educational Links

The SENCOs of the Stone cluster of schools, 1 high, 2 middle and 11 primary schools, representatives from SENSS and sometimes educational psychologists may meet to:

- Share and advise on resources.
- Organise INSET days
- Seek continuity for SEN/disability pupils during transitions from one school to another.
- Visit each others schools to compare resources and methods of operation.

This policy will be reviewed and updated if appropriate in the Autumn Term 2016

Put to governors _____ Signed _____

Signed _____

Review date _____ Signed by headteacher _____