



Special Educational Needs and Inclusion Policy

Purpose of the Policy

The purpose of this policy is to describe the school's provision for pupils with SEN and it explains how the procedures enable it to identify, monitor and evaluate pupils' needs.

1. Objectives for SEN Provision

All staff and Governors at the School will do their best to meet the Special Educational Needs of all pupils at the school. This will be achieved by:

- admit and welcome all pupils to the school on the basis of the school's published policy document, including those with SEN.
- enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- identifying as part of the School Development Plan resources to implement the identified policy and procedures and to evaluate.
- enabling teachers to make appropriate provision for all their pupils through support, information and advice.
- developing a partnership between parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- developing a wide community involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of pupils.

This policy will identify how the school will:

- implement procedures for assessment, identification and provision for pupils with special needs within the framework of the 2001 Special Educational Needs Code of Practice,
- communicate the procedures identified in this policy to all those involved in the process.
- review the provision and policy (see page 7).

2. Identifying pupils who have Special Educational Needs

2a. Who has Special Educational Needs?

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.

Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.

2b. Identifying children who have SEN

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All children progress at different rates, but where children fail to achieve adequate progress, in spite of having access to a differentiated programme, then their parents will be informed that the child has special educational needs and staff will identify appropriate provision to meet the child's needs.

Lack of adequate progress may be indicated by:

- little or no progress in spite of the use of targeted teaching approaches
- working at levels significantly below age expectations, particularly in literacy or numeracy.
- presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed
- sensory or physical problems that result in little progress in spite of the provision of appropriate aids or equipment.
- poor communication or interaction, requiring specific interactions to access learning.

The following are used to decide whether a child has special educational needs:

- attainment levels as identified in standardised tests.
- assessment of specific skills through screening or assessment tools
- progress measures such as objectives identified in NLS or NNS
- evaluation and observation of progress in classroom activities as measured by teachers.
- expressions of concern by parents that are reflected in learning outcomes.

3. Managing SEN Provision

3a. Coordinating and Managing Provision Role of the Governing Body

The school Governing Body has important statutory duties towards pupils with special educational needs.

- The governors, working in partnership with the headteacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self-review procedures, governors monitor the effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision, but one governor will be designated to have specific role for SEN.
- The governing body will report to parents annually on the school's SEN policy.

The Headteacher

The headteacher has responsibility for:

- day to day management of all aspects of the school's work including provision for pupils with SEN provision.
- informing the governing body.
- working closely with the SEN coordinator.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the operation of the school's SEN policy, including efficient use of resources in making the appropriate provision for pupils with special needs, and co-ordinates all special needs activity within the school.

Teachers have responsibility for:

- devising strategies and identifying appropriate methods of access to the curriculum.
- working with the pupil and providing further help on a daily basis.
- planning and delivering an individualized programme.

All teachers are teachers of special needs.

Teaching Assistants

Teaching Assistants support the teaching and learning of individuals and groups of pupils throughout the school by:

- supporting pupils in achieving targets identified in IEPs and statements.
- differentiating provision for groups of pupils as identified in school support strategies.

Teaching assistants are enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.

3c. Staff Development

The school is committed to developing the expertise of all staff in SEN to enable them to meet the needs of pupils through:

- SENCO support.
- in-service training.
- performance management.

3b. Resources for SEN

The school is funded to meet the needs of all their pupils through its core budget but is additionally funded to support provision for SEN through:

- deprivation and underachievement factors, based on the number of pupils receiving free meals and those underachieving on entry.
- funding for specific pupils to meet their assessed needs.
- grants as elements of TSF funding, including those for employment and training of teaching assistants and learning support assistants.
- specific grants, for which the school may bid, that are for identified purposes.

All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Development Plans.

3d. Monitoring and Evaluating Provision

As part of their evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEN. Success factors will include:

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- early identification of pupils with SEN.
- account taken of pupil views and opinions.
- the school and parents working in a partnership.
- interventions and provision that are regularly reviewed and evaluated via individual progress and data collection.
- the school working in close co-operation with other agencies.
- statements of Special Educational Need and Individual Educational programmes that are regularly reviewed.

The criteria that will be used in evaluating effectiveness include:

- reports by inspectors or others offering external moderation.
- review of the school development plan.
- annual review feedback from parents.
- individual pupils attainment of the targets as outlined in IEPs.
- achievement in annual tests/assessments.
- achievement in standardized assessments (SATS).

As part of the school development process the SENCO will identify priority targets annually for inclusion in the SDP.

3e. Arrangements for considering complaints

If parents wish to make a complaint about the educational provision for a SEN pupil, they are invited to discuss their concerns with the SENCO. If they are still dissatisfied they should contact the head, the governing body or finally the LEA. A formal complaint concerning special needs may be registered with:

Special Services
Education Department
Tipping Street
Stafford
ST16 2DL

4. Provision for pupils with Special Educational Needs

4a. Graduated Response

Provision is 'educational provision which is additional to, or otherwise different from, the educational provision made for other children of the same age.' This may include:

- provision of specialist or adapted equipment or learning materials;
- additional, regular, individual or small group support;
- access to specialist support from other agencies;

This additional response will be provided through a graduated response, providing a level and type of support, which will enable the child to achieve adequate progress.

This provision will be identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

4b. Differentiated school support

Early identification of SEN is of utmost importance. Parents will be informed as soon as possible if there are problems with their child's learning and be involved in helping their child. If a member of staff identifies a child who is giving cause

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for concern s/he will have an informal discussion with the parents, explain the problem and outline the proposals for a differentiated programme which may include:

- targeted support by the class teacher within the classroom environment which will be recorded in a “diary” in order to monitor the pupil’s performance. See appendix A
- access to school support programmes such as ELS.
- additional home learning opportunities.

Where a child fails to make adequate progress in spite of this then the school will consider further intervention and identify the pupil as having special educational needs.

4c. School Action

School action will be initiated where pupils have failed to make adequate progress. A pupil will be put on the **school action register** if it is decided that s/he needs different action from the other pupils in the group in order to make progress. It is this requirement for different action – rather than just the need for differentiated work – that is the criteria for going on the register.

Pupils will be identified by the SENCO, who will consult with all staff and parents, as well as the pupil. Following evaluation of the school’s interventions and assessment of the child, the SENCO will identify provision from within the school’s resources that are designed to meet the pupil’s needs.

Such interventions may include:

- additional planning of learning programmes.
- provision of different learning materials or specialist equipment.
- additional staff training.
- group support on a regular basis.

When a child goes onto the school action register s/he will have an IEP written for him/her at the beginning of each term. This will be reviewed at the end of each term. (See 4f.)

Parents can seek support from the Staffordshire Parent Partnership Service this service is funded by Staffordshire County Council. It operates independently as a confidential service for parents and carers of children with special educational needs.

4d. School Action Plus

Where pupils fail to make adequate progress, in spite of additional provision at School Action, then the school will seek the advice and involvement of external support services. These may include the Special Educational Needs Support Service (SENS), the educational psychologist, the school doctor, the speech therapist, the behavioural support service, services for the visually handicapped and hearing impaired.

They will be requested to:

- provide specialist assessments.
- give advice on teaching strategies or materials.
- provide short-term support or training for staff.

Parents and the child will also be involved and, as a result of this, the IEP will be revised and new strategies put in place.

Should the assessments reveal that the pupil requires additional provision on a regular basis for an extended period then the school may apply for additional resources. The application will be evaluated against criteria established by the LEA.

4e. Formal Assessment

Following School Support Plus intervention, if a pupil fails to make adequate progress and has demonstrated significant cause for concern, the school may decide to request a formal assessment. This may lead to the pupil being awarded a Statement of Special Educational Needs.

4f. Planning and Reviewing Provision for Individual Pupils (IEPs)

The strategies that will be employed for pupils identified as having SEN will be recorded in an Individual Education Plan (IEP), reflecting provision that is additional to, or different from, normal differentiated provision. Contents of the IEP will include:

- the name and class of the pupil and the date when the IEP starts.
- the date that the IEP will be reviewed.
- details of any tests or teacher assessments that have been recently made.
- a very brief description of the causes for concern.
- 3/4 short term targets for the child that are specific and measurable with space for the outcomes of the targets.
- the additional resources that will be required – e.g. equipment, support from classroom helpers etc.
- details of any additional teaching strategies that may be required.

The IEP will be communicated to all the staff who support the child's learning, as well as to the parents, the child and other professionals. IEPs will be kept under review and will be formally reviewed at the end of each term following consultation with the child, parents and staff. New targets will be identified with strategies for achieving them.

On an annual basis there will be a formal review in which all staff, parents and the child will be invited to participate.

5. Partnership

5a. Partnership with Parents

The school actively seeks to work with parents and values the contribution they make.

We aim to support parental partnership by:

- ensuring positive attitudes towards parents.
- effective communication.
- acknowledgement of the parents' role as a partner in the education of their child.
- recording parental views as part of any Review procedure.

The parents of any pupil with either special educational needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff.

5b. Pupil's Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- listening to and valuing their views
- involving pupils in discussing their progress and future provision.
- involving pupils in target-setting and formation of IEPs

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- recording pupils' views as part of any review procedure
- effective communication.

5c. Partnership with other bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, the LEA, the health services and social services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN. With this in mind we work closely with statutory and non-statutory agencies including:

- other Schools and educational providers
- Special Educational Needs Support Services
- School Psychological Service
- School Health Service
- Educational Welfare
- Speech, Language and Communication Therapy
- Social services
- Children and Adult Mental Health Services (CAMHS)
- Voluntary Services

6a. The dates on the front cover indicate when this policy document was approved by the Governing Body and when it will be reviewed. In-school review will take place annually, in the Summer Term, in conjunction with School Development Planning.

Policy re-established - November 2012

Review date - Autumn 2013

Appendix A

Example of a “diary” that provides evidence of concern and provision prior to the identification of SEN.

This should be on A4 paper.

The following could be for a child in the reception class:

<i>Pupil: Fred Smith</i>		<i>Teacher: Mrs Brown (R)</i>
	Concern	Action to be taken
<i>October 7th 2002</i>	<i>Fred cannot match sounds and letters. We have been working on the sound and formation of the letter “s” for the past week and he still cannot recognise it.</i>	<i>Further work on “s” with Fred.</i>
<i>October 9th 2002</i>	<i>Fred’s group worked on the “Sammy the Snake” story. We revisited the work that we had done earlier on “s” - reinforcing the letter sound and its shape. Fred was the only child unable to identify the letter.</i>	<i>Take an extra “s” sheet home to practise.</i>

The diary will be kept for a period of 2 to 3 weeks. If the cause for concern persists and other factors such as illness, settling down, new baby, family disruption etc have been eliminated then further discussion with the SENCO will be considered necessary.

The decision will be made whether to continue the diary to monitor his performance for a longer period or to consider whether the child needs different action from the other pupils in his group.