

Endon Hall Primary School

'Learning Together and having fun'



Special Educational Needs and Inclusion Policy

Date: September 2016

Review: September 2017

Introduction

Endon Hall Primary School is committed to providing an appropriate and high quality education to all. We believe that all children, including those identified as having special educational needs (SEN) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Endon Hall Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- Looked After Children
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Endon Hall Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

The SEN Coordinator is Mrs G Fairhall and the SENCo/Assistant SENCo is Mrs Sarah Taylor. All staff are responsible for children with SEN.

Aims and Objectives

We aim to achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

Our aims and objectives are:

- To ensure that the SEN of all pupils are identified and met throughout the school through an inclusive classroom.
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To enable children to acquire skills, concepts and knowledge relevant to future life.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.
- To offer all pupils access to a broad, balanced curriculum that provides every pupil with the opportunity to experience success in learning and to achieve their full potential.
- To deploy a range of teaching and learning styles so that all pupils can take part in lessons fully and effectively, providing equality of opportunity.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development and sensory and/or physical development, identifying needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through a differentiated curriculum involving class teachers, SENCo/Assistant SENCo, and support staff as appropriate.

(*Except where disapplication, arising from an Education Health and Care Plan (EHCP), occurs. Disapplication is rare, and we aim to offer the full curriculum to all our pupils.)
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having Special Educational Needs. Pupils may access additional support where this, as a strategy, is effective and impacts upon progress.
- To liaise with outside agencies to ensure high quality provision.

Areas of Special Educational Need

Cognition and Learning

- Moderate Learning Difficulties (MLD) – characterised by low attainment across the curriculum
- Specific Learning Difficulties (SpLD) – where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often pupils demonstrate an erratic profile of strengths and weaknesses.

Behavioural, emotional and social difficulties

- Where learning is interrupted as a result of behavioural patterns

Communication and interaction difficulties

- Speech and Language difficulties
- Autistic Spectrum Disorder

Sensory and physical difficulties

- Hearing Impairment
- Visual Impairment
- Physical and mental difficulties

Roles and responsibilities

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement through ensuring that staff adhere to their roles and responsibilities. When planning their work, teachers take into account the abilities of all children. For some children, we use the objectives from earlier key stages, to enable pupils to access learning at their level and move forward.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. In some cases this may require mixed age teaching.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later Key Stage, or extend the breadth of work within the areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

The class teacher:

- Is responsible for the initial identification of a pupil's special needs through observation of classroom practice and on-going assessment
- Must inform the SENCo/Assistant SENCo of their concern and decide if the school needs to support the pupil through the intervention programmes
- Should supply the SENCo/Assistant SENCo with all the information necessary in order to assist them in devising an effective plan for the pupil, which will be in addition to an already differentiated curriculum
- Must inform the parents of the decision to move a child onto or off the SEN register
- Decides on the best way for the parents to contribute to the child achieving their targets
- Attends any review meetings required with the SENCo/Assistant SENCo, parent and, if appropriate, the child, until such time as the school decides that the pupil no longer requires the intervention in place or that the pupil needs to gain support from the next stage in the process
- Informs the SENCo/Assistant SENCo of any problems that may arise between reviews
- Organises the timetable, class grouping and all available resources so that the pupil receives all possible support to reach the targets
- Reads through the agreed targets on any plan put in place and shares them with the pupil as an informal contract between teacher and pupil
- Maintains on-going liaison with the pupil regarding progress

The special educational needs co-ordinator (SENCo/Assistant SENCo):

- Advises the class teacher regarding the decision to intervene on a pupil's behalf through the waves of intervention
- Makes an informal assessment of the child's needs, as well as collecting available assessment information already held by the school and class teacher
- Makes a formal assessment of the child's needs periodically, to ascertain standardised scores then measure progress made and refine strategies accordingly
- Fills in the official paperwork, but distributes to the class teacher any relevant paperwork which may be more appropriate for them to complete
- Devises the plan in co-operation with the teacher, using results of informal assessments or other test results, along with information provided by the class teacher
- Informs the parents of the Parent Partnership services, ensuring parents have access to information, advice and guidance relating to the educational needs of their child
- Sends a copy of the plan to the parent

- Ensures that there are adequate resources within the school to meet the needs of all pupils who are experiencing difficulties
- Arranges and attends the review meetings and advises the parent how they may help at home
- Suggests possible resources that could be used to support the child
- Informs parents that the school's Special Educational Needs Policy is available
- Contacts outside agencies for informal advice and further information if needed
- Provides on-going monitoring to ensure the child is making progress by making occasional class visits and examining the teacher's files, where the pupil's progress should have been regularly updated by the class teacher on relevant assessment sheets
- Makes the decision, based on all available evidence, after a reasonable period of time and in agreement with the class teacher and parent, that the pupil no longer requires the intervention or that the pupil needs to move on to the next stage.

The governing body:

- Ensures that provision is made for pupils who have SEN
- Ensures that the needs of pupils with SEN are known to all who are likely to teach them
- Ensures that teachers are aware of the importance of identifying and providing for children with SEN
- Consults the Local Authority (LA) and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensures that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible, with the child receiving the SEN provision required using resources efficiently
- Reports on the implementation of the school's policy for pupils with SEN
- Has regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensures parents are notified of the decision of any extra provision being made for their child

The governor with responsibility for Special Educational Needs is: Mrs C Reed

The Headteacher:

- has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

Co-ordination of SEN provision

We follow the Staffordshire Local Authority criteria for Special Educational Needs. To meet additional learning needs we use personalised learning approaches and intervention programmes including stage (not age) appropriate groupings for targeted support.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. The SENCo/Assistant SENCo attends the cluster meetings, sharing good practice within the locality. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We may commission specialist services directly. Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Special schools offering outreach training and development

Management of SEN within the school

Parents will always be kept informed of any additional or different provision being given, reflected in the child's highlighted provision map and/or plan, and are invited to contribute to reviews of their child's progress.

Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children working in partnership with the school.

Early identification, assessment and intervention are the key to meeting the needs of the individual children.

Strengths as well as weaknesses are recognised and we endeavour to involve all children in the activities of the school.

Identification, assessment and review

Identification and Assessment:

- We are committed to early identification and intervention for children who may have SEN
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from previous schools the children may have attended

If further assessment is required we use a range of formal and informal assessments to help us determine the child's strengths and area for development. The following assessments are utilised to help us identify and implement the appropriate strategies for the child:

- HF word/Phonic checklists
 - Vernon spelling test
 - Hodder/Salford Reading Test
 - British Picture Vocabulary Scale (BPVS)
 - Digit Memory Test
 - Independent, assessed work
 - Teacher assessments
 - Standardised tests
 - Use of PIVAT's/P-Levels to level children's attainment, where appropriate
 - Samples of children's work annotated to show area of difficulty or progress
 - Samples of children's work annotated to show area of difficulty or progress
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with Local Authority policy.
 -
 - The school follows the Code of Practice process for identification and assessment of need

WAVE 1: Quality First Teaching

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; new vocabulary will be carefully explained; lively, interactive teaching styles will be used and maximum use made of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

WAVE 2: Class/School support

Wave 2 describes class strategies for personalising learning, whether this be targeted small-group intervention for pupils who can be expected to catch up with their peers, effective resourcing enabling pupils to access reminders and/or prompts; a buddy system to enable further practice of key skills; small group support across different ages and phases and/or advice and support sought from external agencies. Wave 2 intervention is designed for children whom require support that is additional to or different from that provided at the Quality First Teaching stage. Therefore, the nature of this support is personalised to the pupil requiring the support and will usually be documented in a personal plan.

WAVE 3: Education, Health and Care (EHC) Plan

Wave 3 is about intervention for children for whom Quality First Teaching and Wave 2 intervention are not enough. It may need to be a more intensive programme, involving more individual support and/or specialist expertise.

- The support or plan in place is continually under review to ensure that the appropriate targets set provide success for the child and progress is being made. The parents/carers and children are involved in this review.

Resources:

- A proportion of our budget is allocated for resources, which includes identified materials for use to support children who need additional or different activities

- The provision of additional support is made, as appropriate, from the school budget
- We intend to develop our resources to support children with SEN, in line with priorities stated in the school's strategic development plan

Staffing, policies and partnership with external agencies

Professional development for staff:

- We plan for all staff and the SENCo/Assistant SENCo to be involved with training in line with the priorities identified in the schools' strategic development plan
- We have regular staff meetings where SEN provision is discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation
- The SENCo/Assistant SENCo attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development
- There is an induction procedure for NQT's and new staff

Support services available:

- Advice and support from outside agencies is available if requested by the school
- We believe that effective action on behalf of children and other professionals depends upon close co-operation between the school and other professionals

Links with other agencies:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified as having a SEN
- Records of all children are sent to the receiving educational establishment for their attention. The SENCo/Assistant SENCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Partnership with parents/carers:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion
- We share information with parents/carers in informal conversations and individual meetings
- Parents/carers are involved in reviewing progress and setting targets with appropriate intervention strategies to help the child both at school and at home.
- Parents and carers are encouraged to use the Parents Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so
- We promote a culture of co-operation between parents, schools, LA's and others. This is important in enabling anyone with SEN to achieve their full potential
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints
- We respect the differing needs of parents/carers such as disability or communication and linguistic barriers

Pupil participation:

- Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate, where possible, in all the decision making processes, including setting targets and contributing to their plans, discussing their choices, assessment of needs and in the review procedures

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such, Endon Hall Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an Equality Policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with EHC plans and those others with less significant special educational needs.

Allocation of resources

The Headteacher, in consultation with the SENCo/Assistant SENCo, will manage the funds allocated by the governors to meet the differing needs of the pupils in the school with special educational needs.

The governors require the Headteacher and Special Educational Needs Co-ordinator to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENCo/Assistant SENCo will keep regular records of the pupils' development and progress, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangement. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources **and/or support**. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' plan, progress review and/or annual review. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. In addition evidence will be gathered by the SENCo/Assistant SENCo as part of the annual review regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs

- Improved behaviour of the children, where this is appropriate
- The number of children participating in intervention programmes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements

Arrangements for the Treatment of Complaints

Initial concerns or enquiries about a pupil with special education needs or SEN provision should be dealt with by the class teacher, the SENCo or the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Complaints procedure, setting out the precise nature of the complaint as specified in the school's Compliments, Comments and Complaints Policy.

All formal complaints that are received will be recorded in school and acknowledged and an investigation will proceed to the timescale outlined in the Compliments, Comments and Complaints Policy.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Appendix 1 – Intervention programmes currently in place

Supplied by outside agencies Introduced 2011 Introduced 2012 Introduced 2013 Introduced 2015 Introduced 2016

- Counselling
- Behaviour Support
- Direct Phonics
- Rapid Reading
- Springboard
- Letters and Sounds Phonics
- Phonological Awareness Training
- Circle of Friends
- Better Reading Programme
- Wave 3 Literacy programme
- 1:1 Reading
- Pre-teaching
- Split exposition teaching
- Sensory Circuits
- Motor Skills United
- Circle time games supporting communication development