

ESSEX PRIMARY SCHOOL

**SPECIAL
EDUCATIONAL NEEDS
INCLUSION
Policy**

**Reviewed
Review due**

**September 2017
September 2018**

SPECIAL EDUCATIONAL NEEDS INCLUSION POLICY

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Introduction:

This document is a working and developing policy liable to change in the light of evaluation of practice, and is reviewed annually.

Essex Primary School aims to include fully all children whatever their race, gender, class, learning need or ability into every aspect of school life.

Essex Primary School has a resource provision with a capacity of 14 places for children with Autism Spectrum Disorder.

Essex School is accessible for wheelchair users with specialised toilet and hygiene facilities for children and adults. As well as varied teaching and learning spaces, the site incorporates large and small play spaces, a sensory room and a soft play space with a ball pool.

Definition of Special Educational Needs or Disability (SEND):

Children have Special Educational Needs if they have a *learning difficulty or disability* which calls for *special educational provision* to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age or;
- b) has a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in mainstream schools.

A child under compulsory school age has Special Educational Needs if he or she is:

- likely to fall within the definition at (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them. (SEND Code of Practice January 2015)

We recognise that pupils learn at different rates and there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils at some point

in their school careers may experience difficulties which affect their learning and we recognise that these may be long term or short term.

We consider the following areas which may impact on progress and attainment not to necessarily constitute Special Educational Needs:

- Disability
- Attendance and punctuality
- English as an additional language
- Pupil premium
- Being a looked after child
- Being a child of a serviceman/woman
- Health and welfare

We aim to:

- Ensure full access to a broad, balanced and relevant curriculum.
- Ensure that all teachers are teachers of **all** pupils (SEND, EAL, G&T)
- Ensure that pupils views and preferences are sought and used to inform us.
- Ensure that we share information regularly with parents and value their vital role in the child's continued progress.
- Ensure all children with specific needs i.e. SEND, G&T, EAL, Underachieving, Emotional are tracked, targeted and supported appropriately to achieve the best possible outcomes, preparing them effectively for adulthood.

As an inclusive school, Essex Primary refers to current legal frameworks and guidelines generated by the DfES in order to be up to date with current practice and advice.

Implementation:

The Assistant Head Teacher/SENDCO, Tracy Davis, has the overview of all children with identified needs and has responsibility for the day to day operation of the Special Educational Needs/Inclusion Policy.

The Head Teachers, Rosie Cowan and Cecilia Mojzes, and SEND Governor have responsibility for the overall monitoring of the policy being put into practice.

The SEND link Governor for the school is Maureen Monk.

The role of the Head Teacher includes:

- The responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

The role of the Governors includes:

- The governing body, in co-operation with the Head Teachers, determine the school's general policy approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

The role of the SENDCO is to:

- Co-ordinate the provision for children on the SEND register.
- Maintain the SEND register.
- Liaise with outside agencies and other support agencies.
- Chair annual reviews.
- Advise and support colleagues.
- Line manage LSTs/TAs
- Manage a range of resources both material and human to enable appropriate provision to be made for children with Special Educational Needs.
- Act as one of the links with parents.
- Contribute to the professional development of all staff.
- Have responsibility for the day to day operation and updating of this policy.

The role of the class teacher is:

- To be responsible for the initial identification of children's SEND.
- To differentiate work accordingly through high quality teaching.
- To write IEPs and set appropriate targets.
- To report on identified children's progress (e.g. IEP Tracker).
- To be responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.
- To maintain an up-to-date SEND folder for their class.

Admissions:

As a school, we follow the LA's admission procedures.

All parents/carers are asked to complete a detailed admission form. This form, along with supplementary information, is made available to relevant staff.

All parents/carers are encouraged to visit the school prior to admission and take an active part in developing a transition plan for the child's admission.

Transition:

The transfer of children between Phases and to Secondary provision is planned to ensure all children have opportunities to prepare for change and new challenges. Issues of individual support and curriculum continuity for children with special educational needs are discussed with all relevant staff.

Parents/carers are vital to this transition and we support parents to visit the secondary school prior to transfer.

Preparation for transfer to secondary school begins with an annual review in Year 5. At this review, borough procedures are described to parents/carers and they are encouraged and supported to visit different institutions to make an informed decision.

The school attends information sharing meetings regarding Year 6 children with identified needs, with local secondary schools in the Summer term.

Pupil participation:

We aim to include all children in making decisions and exercising choices about their education. We encourage all children with special educational needs to share their views about what sort of help they would like in school.

All children are supported in decision-making. This could include:

- Setting of learning targets.
- Contributing to their IEPs and being involved in the review.
- Contributing to informal and formal assessments of their needs.
- Contributing to the annual review.

The New Code of Practice 2014 outlines how children should be included in assessments and decision making.

- Provide clear, accurate information about the child's special educational needs and the purpose of any assessment, individual education plan or any intervention.
- Help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards the goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets will also have greater self-esteem and feel confident that they are making progress.
- Explain clearly what additional support or assessment arrangements are being made and how the pupil can contribute to them.
- Consult pupils who need individual support (whether through equipment or adult support) to ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning.
- Recognise the potential stress of assessments and review arrangements and do their best to ensure that the pupil understands the role and contribution of any other professionals e.g. educational psychology service, child health services, who may be involved.

Partnership with parents/carers:

It is an integral part of the school's philosophy that parents are seen as partners in their child's learning. Close liaison with parents is welcomed and sought at each stage of the child's education either through parents'/carers' evenings, formal meetings or more informal meetings, which can be requested at any time.

In annual reviews, parents/carers are asked to take an active part in deciding the following year's targets for the child. IEPs are discussed with parents/carers.

To make communications effective, professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.

- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers.

Curriculum:

We aim to give all children access to a broad, balanced and relevant curriculum and to ensure that all children are fully included in the life of the school.

The school provides a rich curriculum within which pupils can access functionally and socially including where appropriate in life skills.

Core and foundation subjects are differentiated to ensure that they are relevant, meaningful, motivating, and challenging to all pupils.

Information technology is used to enable some children to access particular parts of the curriculum.

All planning formats include a column to plan for children with SEND if they fall outside of the normal class differentiation.

A weekly planning format is used for pupils in the resource provision and for some pupils in the mainstream who are on the lower end of the P Scales.

Individual Education Plans (IEPs):

The children's IEPs are planned and written with both the child's individual needs in mind and the level at which they are functioning. There is a clear focus on progression and ensuring that we track progress carefully, so that IEPs are effective and relevant.

IEPs only record what is **additional to** or **different from** normal classroom differentiation.

IEPs contain short-term targets which are linked to a child's area of need and are drawn up from advice from the support agencies and yearly targets.

All adults working with the child should have access to the IEP to ensure consistency of approach and the best possible outcomes.

Identification, Assessment and Provision

Assessment

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

Essex Primary adopts a *Graduated Approach* to Special Educational Needs. We look in the first instance to make reasonable adjustments within the classroom following the principles of the Equality Act (2010) and the New Code of Practice (2014).

High quality teaching, differentiated and personalised for individual pupils, is the first step in responding to pupils who may have SEND.

Where there are continued concerns regarding a pupil's progress, attainment or engagement, then we will discuss the most appropriate steps to take to identify the pupil's needs and target support effectively.



Assess: The class teacher and SENDCO will analyse a pupil's needs before identifying a child as needing SEND support.

Plan: Parents will be notified whenever it is decided that a pupil is to be provided with SEND support. Provision is planned which matches the needs of the child.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support will be reviewed in line with the agreed date.

Wave 1 provision:

High quality, inclusive teaching is Wave 1 provision.

Wave 2 provision:

Wave 2 provision is for those pupils who are working just below age-related expectations. It includes interventions which are designed to increase rates of progress in order to enable pupils to catch up or get them back on track for meeting expectations.

Wave 3 provision:

Wave 3 provision is for those pupils who are working significantly below age-related expectations, many of whom will have identified learning difficulties. It aims to accelerate and maximise progress.

Wave 2 and Wave 3 provision will often take the form of a well-structured, time-limited programme delivered to a small group of pupils or on a one-to-one basis. It can be built into mainstream lessons or occur outside, and in addition to, whole-class lessons.

Pastoral Support Programmes (PSPs)

PSPs are drawn up if a pupil has been excluded (including lunchtime exclusions) or is in danger of exclusion. The Head Teacher and SENDCO will call the parents to a meeting at the school to discuss what can be put in place to improve behaviour and prevent further exclusion.

The programme is reviewed regularly (e.g. every 6 weeks) and runs for a minimum of 12 weeks. If after 12 weeks further support is needed, the Behaviour Support Service (BSS) may become involved in supporting the pupil and their family.

PSPs replace any existing IEPs for the duration of the plan and is classified as Wave 3.

Initial Concern

Initial Concern forms are used to monitor children who may have SEND and is also a way of sharing information on children who receive support from outside agencies, but this support does not need to be reflected in an IEP; they do not need support or provision over and above normal classroom differentiation e.g. children who go to a clinic for speech and language therapy for stuttering, children who have a mild hearing loss. It is a way of making staff and parents aware of potential difficulties.

Reviews:

Children's progress is monitored at each stage through various reviews. The type of review and who attends, will vary according to the level of support and need. Reviews are usually held termly, and can either coincide with parents'/carers' meetings or protected time is given for them. Annual reviews are held for a child with a statement/EHC Plan or in receipt of High Needs Funding.

Links with External Agencies:

We work co-operatively with all other agencies involved with children and provide a base for other professionals where appropriate.

Links with external agencies are established and co-ordinated through the Assistant Head/SENDCO. They are the initial point of contact and will establish working procedures and guidelines. They are an integral part of the child's support and will be supported to work in an inclusive setting by all the staff.

Staff will aim to incorporate any professional advice into the child's IEP and into teaching and learning strategies on a daily basis.

All services working within the school should aim to provide an integrated, high quality, holistic support that is focused on the needs of the child. Services should adopt a flexible child centred approach so that changing needs can be met. These should reflect a partnership with children, their parents, the school and external agencies.

Education:

We work with the Complex Needs and Dyslexia Service (CNDS), Language, Communications and Interaction Service (LCIS), Behaviour Support Service (BSS), and the Sensory Team of specialists for children with visual and hearing impairment.

Our buy-in Educational Psychologist works across the school offering support to children, parents and staff to identify individual needs and recommend strategies to ensure children make the best possible progress.

Health:

Medical checks, hearing tests and dental inspections are held in school. The school nurse provides advice for staff and parents.

Our core and buy-in Speech and Language Therapists work across the school to assess, write programmes and work with children who have been identified as needing this support.

Children in the resource provision are seen and reviewed on a regular basis by the speech and language therapist and occupational therapist allocated to the provision.

Staff Qualifications and Development:

The entire staff is recruited to work in an inclusive setting. The whole staff is committed to working with a range of pupils with a range of needs.

Staff have opportunities to attend borough or nationally organised courses. Staff training is also held in school and this may be delivered by members of the SEND team or by external agencies and providers. These sessions have included topics such as Intensive Interaction, PECS and communication strategies, Autism, Dyslexia awareness.

Complaints Procedure:

The school hopes that, through the close liaison with parents from the onset, all parties involved will be clear of the aims and objectives of the provision planned for a child, as well as the monitoring of that provision. Parents and others are encouraged to express any concerns they may have at each review.

If a parent or other professional is concerned about how a child's special educational needs are being met, they should discuss concerns with the class teacher in the first instance. Their concerns should be noted and passed on to the SENDCO. This should include what action was agreed, by whom and within what time limit. A review date should be fixed at that meeting.

If the matter is not resolved by the class teacher and/or SENDCO then an appointment can be made to see a senior member of staff e.g. Deputy Head Teacher.

If it is still not resolved then an appointment can be made to see the Head Teacher. If parents have serious cause for complaint which has not been resolved to their satisfaction through these meetings, they should submit their complaint in writing to the Governing Body. The governors will then investigate the complaint.

If the matter remains unresolved, the complainant is advised to contact the Monitoring Officer of the LA.

Evaluation of the policy:

Consideration will be given to:

- The progress of all children (taking into account national, borough and individual expectations).
- The progress of children in meeting their targets (e.g. in IEPs).
- Accurate assessment of a child's special educational needs.

- The implementation of the graduated response to assessment and intervention.
- Parental satisfaction
- Increased professional skills and confidence of all staff.
- Effective communication between pupils, staff, other agencies and parents.
- To have an up to date SEN register.
- All staff receiving appropriate training.

ESSEX PRIMARY SCHOOL**INITIAL CONCERN SHEET**

Date

| | | |
|----------------|----------------------------|----------------|
| Name: | D.O.B. | MALE/FEMALE |
| Class Teacher: | Date of Entry into School: | Home Language: |

| Concerns | Evidence |
|---|----------|
| <p>Cognition and Learning Difficulties</p> <p>General Learning Difficulties <input type="checkbox"/></p> <p>Specific Learning Difficulties <input type="checkbox"/></p> <p>Behavioural, Emotional and Social Difficulties <input type="checkbox"/></p> <p>Communication and Interaction Difficulties</p> <p>Speech and Language Difficulties <input type="checkbox"/></p> <p>Autistic spectrum Disorders <input type="checkbox"/></p> <p>Sensory and Physical Difficulties</p> <p>Hearing Difficulties <input type="checkbox"/></p> <p>Visual Impairment <input type="checkbox"/></p> <p>Physical and Medical Difficulties <input type="checkbox"/></p> | |

Please specify other Agencies involved if any, i.e. Speech Therapy

Other Information:

Parents View:

PARENTS SIGNATURE

ESSEX PRIMARY SCHOOL

Review form for

Class

Autumn term

Summer Term

Spring term

Date

| | |
|------------------------|---------------|
| Present | |
| Progress made by Pupil | |
| Areas of Concern | |
| Targets for the Future | Agreed Action |