

WESSEX PRIMARY SCHOOL

POLICY DOCUMENT - SEN AND INCLUSION

Introduction

This policy outlines the purpose, strategies and management for inclusion and the identification, assessment, teaching and learning of pupils with special educational needs and. It meets the requirements of the Education Act 1996 and in particular the procedures in the Revised Code of Practice (2001) with cross reference to the Disability Act 2006, Every Child Matters 2003, the Children's Act 2004, Removing Barriers To Learning, DFEE Circular 10/99 *Social Inclusion: Pupil Support* and the Ofsted guidance on social inclusion, *Evaluating Educational Inclusion* (HM1235). It reflects the view of all teaching staff and was drawn up as a result of staff discussion. It has the full agreement of the Governing Body who approved it at their meeting in July 2007. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the Headteacher, the SENCO and the Governing Body. The policy will be reviewed regularly.

Wessex Primary School is committed to providing an appropriate and high quality education to all our pupils. We believe that all children, including those identified as having special educational needs 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.

Every pupil with SEN, disability, and at risk of social exclusion has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being. These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional wellbeing; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers.

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

Wessex Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way. We will respond to them in ways, which take account of their varied life experiences and needs and their individual learning styles are recognised.

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)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- 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 or failing to take part fully in the school experience through challenging behaviour or poor attendance
- children who may abuse drugs and other substances
- children with mental health needs
- victims of abuse

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

Wessex Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by the Headteacher, SLT, SENCO and SEN Governor.

The SEN Coordinator is Marjorie Palfrey supported by Christine Poole (Deputy Headteacher).

The SEN Governor and Child Protection Officer is Ann Leigh.

Objectives

1. To ensure the SEN and Disability Act, Every Child Matters Agenda and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from a Statement occurs).
5. To provide specific input at **School Action** or **School Action Plus**, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the pupils themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each relevant teacher regularly to discuss additional needs or concerns and to review IEPs. Reviews will be held twice a year or more frequently if required.
2. The SENCO will be alerted to newly arising concerns.
3. Targets arising from IEP meetings and reviews will be used to inform and support whole class varied teaching styles.
4. The SENCO will monitor planning for SEN and will support with curriculum planning.
5. The SENCO, together with the Headteacher/Leadership Team, will monitor the quality and effectiveness of provision for pupils with SEN through classroom observation. SEN support is primarily delivered by teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The provision map is reviewed regularly by the SENCO, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
6. Support staff, teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

The RBWM Support teams, including SAMS Team, SIS, Education Psychology, H.I.U., Sensory Consortium and EMAG, have all been involved in continuing professional development to support the teaching and provision for children with additional needs within the mainstream school.

Wessex Primary School has a number of qualified teaching assistants.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs:

- observations from pre-school visit, child's admission form, transfer records
- feedback from and discussions with parents/guardians
- baseline assessment results
- progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a Key Stage
- progress measured against the P level descriptors
- standardised screening and assessment tools (QCA/NFER)
- observations of behavioural, emotional and social development
- an existing Statement of SEN
- assessments by a specialist service identifying additional needs
- another school or LA has identified or has provided for additional needs
- differentiated curriculum, IEP's, PSP's
- EAL or first language assessments
- attendance and exclusions.

Definition of Special Educational Needs as stated in Code of Practice 2001

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

- a. have a significantly greater difficulty in learning than the majority of the same age
- or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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.

There are four categories of SEN

1. Communication and Interaction
This category includes autistic spectrum disorders and speech and language difficulties. The ASD Continuum encompasses a wide range of intellectual ability.
2. Cognition and Learning
This category includes children who display general learning difficulties throughout the curriculum or specific learning difficulties with literacy, numeracy, memory, spatial awareness or motor skills. It encompasses those children who have not reached a particular developmental stage typical to that group.
3. Behaviour, emotional and social development
This category includes children who present with low self-esteem, insecure social skills, challenging behaviours, are withdrawn or isolated, disruptive, hyperactive or lack concentration and motivation.
4. Sensory and/or physical
This category includes a wide spectrum of sensory, multi-sensory and physical difficulties including medical conditions. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurology or metabolic causes, some of which will produce more complex caring, social and learning needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent and outside agencies, the child may be recorded as needing either:

1. differentiated curriculum support within the class

2. additional support through **School Action** provision
3. additional support through **School Action Plus** provision
4. a **Statement of Special Educational Need**.

Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and may include individual target setting.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice 2001*, that is, progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap from growing wider
- is similar to that of peers starting at the same attainment baseline, but
- less than the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- demonstrates an improvement in self-help or social or personal skills
- demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

- additional support is required to develop literacy or numeracy skills
- additional support is required for emotional, behavioural or social development
- additional support is required for sensory or physical impairments
- additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

1. children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for each child to have individual targets.

Both groups of children will have provision for their common needs in a small group (as well as) and in some cases some individualised support for more unique needs. Provision will run concurrently with differentiated curriculum support. Groups may be taught by teachers or TAs.

The responsibility for planning for these children remains with the teacher, in consultation with the SENCO. A child receiving support at **School Action** will be monitored through the provision map.

This document forms an individual record of the child's additional needs and action taken to meet them. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information and make adjustments to the provision for the child, if appropriate.

As part of the review process, the SENCO and school colleagues, in consultation with the

parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at School Action Plus in most cases will have an Individual Education Plan. Monitoring will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School Request for a Statutory Assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA. The LA makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before whilst awaiting the outcome of the request.

Statement of Special Educational Needs

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular support meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets. This is ongoing.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the SENCO will ensure bespoke training where this is appropriate.
- Provision and monitoring is tracked by the SENCO through the school's provision mapping.

The Use Made of Teachers and Facilities From Outside the School, Including Support Services

- The Educational Psychologist visits the school regularly, following discussion with the SENCO as to the purpose of each visit.
- The LA Special Needs Support Service visit as required to provide specific information, share resources and provide in-service training
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

- Teachers from the Sensory Impairment Team work in school to support children, who have vision or hearing impairment. Teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.
- The SENCO liaises frequently with a number of outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - School Nurse
 - Community Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Parents/carers are informed if any outside agency is involved.
 - C.A.M.H.S.
 - S.A.M.S.

Arrangements for Partnership with Parents/Carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the teachers to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the pupil's strengths and areas of need are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable so that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets may include targets to work towards at home, where appropriate and parents/carers are always invited to contribute their views to the review process. All IEP's are agreed signed and dated by parents/carers and copied for them if required.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parental and community volunteers work with children during the school day.
- Specific curriculum workshops are offered for parents/carers to attend.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly addressed. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with Other Schools/Transfer Arrangements

- Reception staff will meet with Nursery staff prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will be involved.
- Relevant SEN information will be forwarded to the next school.

Links with Health and Social Services, Education Welfare Services and Any Voluntary Organisations

- The school regularly consults health service professionals. Concerns may be brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed when required and teachers will alert the SENCO if there is a concern they would like discussed.
- There are voluntary organisations supporting SEN. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be

displayed in the entrance to the school.

Inclusion Principles

- Staff at Wessex Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organization will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are interpreted flexibly to meet every child's needs. (No child will be excluded from any learning activity due to his/her impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and include appropriate learning outcomes for all ability pupils.
- Differentiation takes a variety of forms within a teacher's planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate. Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

All children requiring information in formats other than print have this provided.

- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by organizing peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer or extra adult scribing.
- Wessex Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Access to the Environment (See also School Access Plan)

Wessex Primary School is a single site school, with Key Stage 1 and Key Stage 2 buildings that will be joined in due course by a reception block. The school is built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which is suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently a shower though no changing or laundry facilities, though there is a washing machine in the nursery. There is currently one wheelchair accessible toilet for children and adults in the Key Stage 2 area, but the governing body has identified provision of a second one in Key Stage 1 as a priority for the school. There are safety arrangements in place to provide good learning environment beneficial to all children particularly Hearing Impaired pupils. Our classrooms are acoustically treated, for instance visual stroke fire alarm input for Hearing Impaired pupils.

Admission Arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

- There is a nursery and reception classes; pupils are normally allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Admission to reception is largely on a full time basis. These arrangements are flexible to cater for individual needs. Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.
- This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who have experienced difficulties previously where it is reasonable to do so. Parents and pupils may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.

Attendance

Pupils are expected to attend school full-time, on time, unless the reason for their absence is unavoidable. Parents are expected to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, granting of leave, the removal of pupils from roll and the authorisation of absence. Maximising attendance at the school is a priority and the school will seek creative solutions to attendance problems wherever possible, recognising any particular needs of individuals or groups.

Social Inclusion

- The school seeks to provide social inclusion by means of an effective PSHCE policy.
- Children are respected and their views are taken into account
- The PSHCE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

In addition the following strategies are used where appropriate.

- modified curriculum
- revised timetable arrangements
- individual support
- home school link book
- personal targets
- circle of Friends
- Circle Time
- contact with other agencies

Terminology, Imagery and Disability Equality

- The school is aware of the impact of language on children within the school. We work with the children to ensure they understand the effect on others of the words they use, and deal seriously with derogatory name-calling related to special educational needs or disability consistent with the Anti-Bullying Policy.
- We also try to make sure we include positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to Those Identified with Additional Needs

- Wessex Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school. We aim to include children in their own targets and encourage and support them to take part in their annual reviews, through preparation, and making the information and meeting itself accessible and not intimidating.
- The staff are regularly trained on issues relating to communication and listening skills organized by members of H.I.U.staff.

Working with Disabled Parents/Carers

Wessex Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audiotape, large print, e-mail etc.

Disability Equality and Trips or Out of School Activities

Wessex Primary School does its best to make all trips inclusive. We provide additional TA support for individual children as required.

All children are welcome to attend our after-school activities.

Evaluating the Success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse our behaviour data: (major behaviour incidents and exclusions - including lunchtime exclusions). We use this analysis to help us plan the provision map. At the same time, we set new targets for the year ahead, aiming for:

- An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2, though ability of the child concerned will be taken into account.
- A reduction in the number of behaviour incidents, unauthorised attendance and exclusions.
- The SENCO will regularly provide information to the governing body as to the numbers of pupils receiving special educational provision. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns.
- Individual targets for children with additional needs will be reviewed through IEP targets.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place within each Key Stage. Samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least Level 2. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report.

Dealing with Complaints

- If a parent wishes to complain about SEN provision or policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the issue.
- If the issue cannot be resolved (within 10 working days,) the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

MP June 2007