

SEN AND INCLUSION POLICY

Emersons Green Primary School Policy for Special Educational Needs

Rationale:

Emersons Green Primary School (EGPS) is committed to providing an appropriate and high quality education to all the children. We believe that all children, including those identified as having special educational needs, have a common entitlement to an accessible, broad and balanced academic and social curriculum, and that they should 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.

EGPS 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 and varied opportunities to all learners to achieve full potential.

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, men and women
- 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 have physical disabilities or sensory impairment
- 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

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 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 EGPS 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.

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

Objectives

1. To ensure the SEN and Disability Act 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 class teachers, SENCo, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at School Action Plus and School Action.
6. To ensure that all pupils 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 continuing school life and learning.
8. To involve parents/carers at every stage in plans to meet their child ' s additional needs.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils

9. To involve the children themselves in planning and in any decision making that affects them.

Specialised Provision

EGPS has been built for full inclusion. It has a Resource Base for up to 14 children with a physical disability and/or visual impairment. These children are fully included in mainstream classes. A team of teachers and teaching assistants support class teachers in ensuring the curriculum is accessible and children are fully included in aspects of school life. Children may be withdrawn for therapy programmes or specialist teaching. Children are admitted into the Resource Base by the Local Authority after consideration by the Case Advisory Panel (for further information see Emersons Green Resource Base Admissions Policy).

Arrangements for coordinating SEN and Resource Base provision

1. The Special Educational Needs Co-ordinator (SENCo) and the Teacher in charge of the Resource Base (TiC RB) will meet with each class teacher three times a year to discuss any concerns and to review IEPs.
2. At other times, the SENCo and TiC RB will be alerted to newly arising concerns.
3. The SENCo and TiC RB will discuss issues arising with the class teacher as soon as possible.
4. Where necessary, reviews will be held more frequently than three times a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCo and TiC RB monitor planning for SEN and support class teachers with curriculum planning.
7. The SENCo and TiC RB together with the Headteacher, monitor the quality and effectiveness of provision for pupils with SEN through classroom observation.

8. SEN support is primarily delivered by class teachers through differentiated teaching methods and resources. Additional support is provided by the SENCo, TiC RB, Resource Base Teacher and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCo for mainstream children and the TiC RB for Resource Base children, 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.
9. Support staff, class teachers, SENCo, TiC RB and outside agencies liaise and share developments in order to inform reviews and forward planning.
10. A multi-agency Resource Base Panel Meeting is held twice a year. All professionals involved with RB pupils meet to share information on pupils' needs and ensure a co-ordinated response.

Allocation of Resources to and amongst Pupils

The SENCo maps provision to show how resources are allocated to each year group. This is subject to change as appropriate.

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.

The school's system includes reference to information provided by:

- Foundation Stage Profile
- 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
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, 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

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 individual target setting. Differentiation will be recorded in the daily planning by the class teacher where appropriate.

Monitoring of progress will be carried out by the class teacher and Teaching Assistants 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*, 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

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo.

A child receiving support at **School Action** will have an Individual Education Plan (IEP). This will include information about short-term targets set for the child, the teaching strategies and the provision to be put in place. IEPs record what is additional to or different from the normal differentiated curriculum plan. IEPs are shared with pupils and parents.

Monitoring will be carried out at least weekly using the school's standard proforma by all those involved with the child. These are kept on a clipboard by the door of each classroom. 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.

Individual Education Plans will be reviewed at least three times a year, usually in October, February and June. Some pupils may need more frequent reviews. The class teacher is responsible for organising and holding IEP reviews with SENCo support as and when necessary. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

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. Alternatively the child may make good progress and parents and school staff may decide that an IEP is no longer necessary if the child begins to work at the level of differentiated curriculum support.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services** in addition to all the support offered for children a school action. 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. The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning
- Requires the involvement of outside agencies to advise on meeting their needs

A child receiving support at School Action Plus will have an Individual Education Plan.

Monitoring will take place as for School Action. Provision will run concurrently with differentiated curriculum support. Children who make good progress at School Action Plus may move to School Action where further support from outside agencies is no longer deemed necessary. This decision is made in consultation with parents.

A pupil with behavioural difficulties may have a Pastoral Support Plan. A senior member of school staff, parents, the child and possibly the Behaviour Support Team, Educational Psychologist may be involved. Parents are expected to support the plan and the school will support the child and parents in making the plan successful.

Request for a statutory assessment

For a child who has significant SEN 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. This is done in agreement with Parents/Carers and usually the school's Educational Psychologist. Parents may also request the LA to conduct a statutory assessment.

If the LA decides a statutory assessment is necessary, advice will be requested from parents, the school, the educational psychologist and other agencies involved with the child, including health and social services. The Case Advisory Panel will then make a judgement based on the agreed criteria for making a statutory assessment.

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

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus. Additional support may be provided according to the individual Statement. Funding and support for Resource Base pupils is allocated under separate arrangements.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCo or TiC RB.

There will be an Annual Review, chaired by the SENCo or TiC RB, to review the effectiveness 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. As part of the review process where children have made good progress a request can be made to cease the statement and conversely where an individual continues to experience significant difficulties a request for increased funding or review of placement can be made. These requests are then considered by the Case Advisory Panel.

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

- The SENCo and TiC RB attend regular cluster meetings to keep up to date with developments in Special Educational Needs and Inclusion.
- The issues of meeting additional needs and Inclusion are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is organised according to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCo, TiC RB and outside agencies as appropriate.
- 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.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCo and TiC RB as to the purpose of each visit.
- The SENCo and TiC RB liaise frequently with a number of other outside agencies, for example:
 - Inclusion Support Co-ordinators
 - School Nurse
 - Community Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Sensory Impairment Team
 - Behaviour Support Team (BST)
 - Child and Adolescent Mental Health Service (CAHMs)
 - Social Services
 - Education Welfare Service

Parents/carers are informed if any outside agency is involved.

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 class teacher 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. For Resource Base children regular meetings are held involving parents/carers, class teachers and TiC RB.
- We make sure that all parents/carers are given information about 'Supportive Parents/carers for Special Children', which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. Our aim is 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 will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- 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 acted on. 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 to making a complaint in more detail.

Links with other schools/Transfer arrangements

- Early Years Inclusion Support Team shares information regarding new Reception children with identified SEN with the SENCo or the TIC RB. Visits and an Admission Co-ordination Meeting are held in the summer term prior to the child starting school in September. All outside agencies are invited to attend along with Parents/carers.
- Reception staff will meet with staff from partner nursery schools 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.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will telephone to further discuss the child's needs as appropriate. Where children transfer from EGPS to new schools the SENCO will discuss these children with other schools on request.
- In Year 6 children with additional needs may have a supported transfer, as identified at the Year 5 annual review. Support is given by a member of the LA's Inclusion Support Team. The children may also have additional visits to the secondary school they will be transferring to. Social Skills groups prepare for the transition.
- Sometimes children transfer to Specialist Settings prior to Year 6. When this happens we exchange information and work with the child and parents with the aim of making the transition as easy and positive for the child as possible.

Links with Health and Social Services, Education Welfare Services and any Voluntary

Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO and TiC RB, and referrals are made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO, TiC RB or Headteacher if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEN. Parents/carers will be given details of groups on request or as appropriate.

Inclusion Principles

- Staff at EGPS value all pupils and fully support inclusion. In our school the learning and teaching, achievements, attitudes and well-being of every child matters. This involves taking account of all pupils' varied life experiences and needs.
- Within the school, staff and pupils are actively involved in developing best ways to support all pupils' needs. We take practical steps - in the classroom and beyond - to meet pupils' needs effectively and promote acceptance and understanding in a diverse community.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment (see also School Accessibility Plan)

- EGPS is a single site school on one level. It has been built for full inclusion.
- There are three accessible toilets for children or adults. Two of the toilets also have shower facilities, hoists and changing facilities. All toilets are designed to be used independently as appropriate.
- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

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

- The school will ensure that all children have access to a broad and balanced curriculum. Staff will work towards removing barriers to learning and participation.
- 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 collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher 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, Braille and VOCA 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.
- Makaton is used throughout school to support understanding and communication for all children. eg signing of songs, answering daily registers, introducing topic vocabulary.

Access to Information (see also School Accessibility Plan)

- All children requiring information in formats other than print have this provided (e.g. Braille, large print).
- We adapt printed materials so that children with literacy difficulties can access them, or

ensure access by pairing children/peer support/extra adult support.

- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- EGPS 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.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- Disabled adults are invited to work with the children, as we believe it is important to have positive role models.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective. A collection of large print and Braille books is being built up. Books are borrowed from the National Library for the Blind on a termly basis.

Terminology, imagery and disability equality

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have 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 disabled pupils and those identified with additional needs

- EGPS encourages the inclusion of all children in the Class Councils and other consultation groups. We also have Circle Time throughout the school.
- There is a Resource Base representative on the School Council.
- We aim to include children in their target setting and encourage and support them to take

an active part in their annual reviews, through preparation, and making the information and meeting itself accessible.

Working with disabled parents/carers

- EGPS 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.

Disability equality and trips or out of school activities

- EGPS ensures that all educational visits are inclusive by planning in advance and using accessible places. Year six and Year five children are given the opportunity to attend a residential centre provided their needs can be met. Resource Base or other SEN Staff will support individual children as required in consultation with parents/carer's, external agencies and residential centre staff.
- All children are welcome at our after-school activities and are supported appropriately.

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

- Every year, we analyse pupil tracking data. We also consider information regarding behaviour. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming to:
 - Reduce the attainment gap for children who are not making expected progress,
 - Reduce incidents of inappropriate behaviour
- SEN and Inclusion is a standing agenda item in the Heads Report.
- The SEN governor will liaise with the SENCo and TiC RB to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through discussions with relevant staff and engaging with School Centre.
- 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 daily and termly . School curriculum targets are set annually. Teachers analyse Key stage and optional SATs results to identify areas for development as well as identifying children requiring support.
- The policy itself will be reviewed annually by the school' s Inclusion Leadership Team.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo or TiC RB, who will try to resolve the situation.
- If the issue cannot be resolved the parent can submit a formal complaint to the Headteacher in writing or any other accessible format.
- 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.

Acronyms used in this document

BST	Behaviour Support Team
CAHMS	Child and Adolescent Mental Health Service
EGPS	Emersons Green Primary School

IEP	Individual Education Plan
LA	Local Authority
RB	Resource Base
SA	School Action
SA+	School Action Plus
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
TA	Teaching Assistant
TIC RB	Teacher in Charge of Resource Base

Related Policies and Plans

School Accessibility Plan
Attendance Policy and guidelines for parents
Behaviour Policies
PSHE Policy
Healthy Schools
Complaints Policy
Special Educational Needs Code of Practice
Disability Discrimination Act