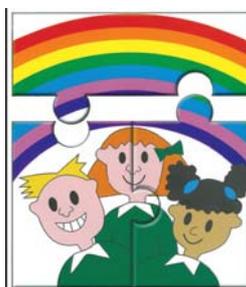


Emersons Green Primary School



SEN AND INCLUSION POLICY

Signed (Chair):	Name: Mike Beard	Date: 18/9/17
Signed (Head):	Name: Karl Hemmings	Date: 18/9/17
Draft to Governors – September 2017	Draft to staff- September 2017	
Ratified: by Full Governing Body	Next Review: September 2018	

Rationale

Emersons Green Primary School (EGPS) is committed to providing high quality education to every child. We believe that all children, including those identified as having special educational needs or a disability, are entitled to an accessible, broad and balanced academic and social curriculum and that they should be fully included in all aspects of school life.

EGPS is committed to inclusion. We aim to:

- develop cultures, policies and practices that include all learners
- foster a sense of community and belonging
- have high aspirations for all learners
- provide appropriate and stimulating learning activities for all children.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We consider the needs of the whole child and recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning. We aim to recognise these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We consider the needs of groups of learners such as:

- girls and boys
- minority ethnic and faith groups
- learners for whom English is an additional language (EAL)
- learners with special educational needs
- learners who have a disability
- those who are gifted and talented
- those who are looked after by the local authority
- those who have medical needs
- those who are young carers
- those who are in families under stress

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.

(See: Equality, Diversity and Community Cohesion Policy, Equality and Diversity Action Plan)

Objectives

1. To identify and provide for pupils who have special educational needs, additional needs or disability.

2. To work within the guidance provided in the SEND (Special Educational Needs and Disability) Code of Practice, 2014.
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 a Special Educational Needs Co-ordinator (SENCO) who will work within the SEN & Inclusion Policy.
5. To provide support and advice for all staff so that everyone working with pupils who have SEN or disability has:
 - an understanding of their needs
 - a focus on positive outcomes
 - high expectations for their achievement
6. To ensure that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To involve parents/carers at every stage in plans to meet their child's additional needs.
8. To involve the children themselves in planning and in any decision making that affects them.

Specialist Provision

At EGPS we have specialist provision (Resource Base) for children with physical disability or visual impairment. The Resource Base is not a separate unit. Pupils are fully included in mainstream classes. Inclusion teachers and teaching assistants support class teachers in ensuring the curriculum is accessible and that children are fully included in all aspects of school life. Children are admitted into the Resource Base by the Local Authority after consideration by the Case Advisory Panel. Children who have a Statement of SEN or Education, Health and Care Plan which identifies physical disability, visual impairment or complex medical needs may be eligible for a Resource Base place. Up to two RB pupils may be admitted per class.

Definitions

Special Educational Needs:

A pupil has SEN if they have a significantly greater difficulty in learning than the majority of others of the same age.

A pupil has SEN where their learning difficulty or disability calls for provision that is different from or additional to that normally available to pupils of the same age.

The Code of Practice for SEND (2014) identifies 4 broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Disability:

According to the Equality Act (2010), a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long term' negative affect on their ability to carry out normal daily activities.

The school has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people. The school also has a duty to promote equality of opportunity (see Equality, Diversity and Community Cohesion Policy and Policy on Supporting Pupils at School with Medical Conditions).

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Identification of Special Educational Needs

For some children with complex needs, their SEN may have been identified before they start at primary school. Children with significant SEN may already have a Statement of SEN or Education, Health & Care Plan (see p7).

For many other children, difficulties with learning may become evident as they develop. For this reason, each child's development is monitored so that difficulties can be identified and interventions put in place.

The school has systems to monitor the progress and development of **all** pupils.

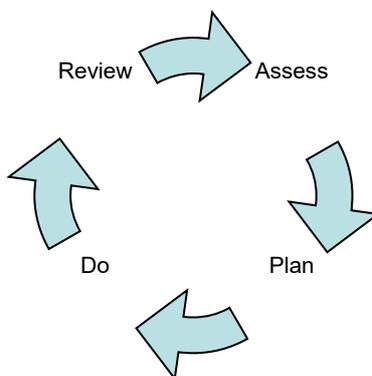
- Class teachers continually assess the progress of all children in their class against learning objectives.
- Class teachers set 'next steps' for all children in English and Maths.
- All parents have the opportunity to meet with the class teacher three times a year to discuss their child's progress. If they have concerns at other times, a meeting will be arranged.

- We hold an assessment period three times a year. At this point we update each child's assessment documentation and record their levels. We then meet as a school team to discuss the progress of children in each class.
- Pupils in Reception are normally assessed using the Early Learning Goals or P Levels as appropriate. For Years 1-6, we have a 4-tier school-specific assessment system in order to best assess and set targets for pupils with SEN. This identifies pupils as working at P Levels, between P Levels and Year 1 level, working at a year group below their chronological year group or working within their year group age-related expectations.
- If there are concerns about a child's attainment or progress in learning or social development, we will address specific areas, perhaps through an intervention group or targeted time in class.
- If the child's difficulties continue, the class teacher and/or SENCO will meet with parents to discuss any concerns and share ideas about how to help. We might carry out some observations or more detailed assessment to gain a better understanding of the child's strengths and needs.
- If everyone feels that the child needs some different or additional provision, they will receive 'SEN Support'. This will be recorded and parents will be informed. This means there will be a plan for the child's support, drawn up by the class teacher in consultation with parents and the SENCO. The plan will identify the desired outcomes for the child, short-term targets and the strategies and resources that will be used. The plan will be reviewed and shared with the child and parents at least three times a year at Learning Meetings (see below). We routinely meet more regularly with parents of pupils who have Special Educational Needs.

SEN Support - A graduated approach to meeting pupils' needs

For pupils with SEN or disability, the school takes action to remove barriers to their learning and to put effective provision in place.

SEN Support takes the form of a four-part cycle:



Assess

The class teacher and/or SENCO carry out a clear analysis of the child's needs. This might involve:

- looking at evidence of past and current progress
- observations
- discussion with the child
- discussion with parents
- more detailed assessment of difficulties in particular areas

Plan

The class teacher and SENCO consult with parents and the pupil and plan the adjustments, interventions and support needed. These will be recorded in a plan that sets out the expected impact on progress, development or behaviour. The plan may also include ways in which parental involvement could reinforce or contribute to progress at home. These plans will be reviewed at least three times a year.

Do

The agreed actions are carried out. Many interventions or adaptations will take place within the classroom. In fact, good quality class teaching, differentiated for individual pupils, can be highly effective in meeting the needs of pupils with SEN. Some interventions may involve small group or one-to-one teaching away from the classroom.

The class teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in further assessment, in problem solving and advising on the effective implementation of support. The class teacher has overall responsibility for the progress and development of each child in their class.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed at least three times a year at a Learning Meeting . The class teacher meets with the pupil and their parents to discuss progress and plan the next steps.

For pupils who continue to need SEN Support, the cycle of assessment-plan-do-review begins again.

Pupils who have consistently achieved planned outcomes may no longer require specific interventions. Even though they may no longer be receiving SEN Support, their progress will continue to be closely monitored.

Where a pupil continues to make less than expected progress, despite appropriate interventions, the school may consider involving specialist services such as:

- educational psychology
- speech and language therapy
- occupational therapy
- physiotherapy
- school health nurse
- child and adolescent mental health service (CAMHS)

If it is felt that specialist advice would be helpful, parents will be consulted and a referral will be made. Each specialist service has its own thresholds for becoming involved, so the success of referrals cannot be guaranteed.

The advice received from specialist services will be shared with parents and staff working with the child. Strategies will be incorporated into the SEN Support plan and class teaching where relevant.

Requesting an Education, Health and Care needs assessment

For a very few pupils with complex needs, there may be continuing concerns about progress or development, despite relevant and sustained action at SEN Support. In such cases the school or parents may consider requesting an Education, Health and Care needs assessment. This is a detailed assessment carried out by the local authority (The 0-25 Team in South Gloucestershire).

The local authority has to consult with parents and the pupil about this request and then make a decision on whether to proceed within six weeks of receiving the request. If the local authority decides not to conduct an EHC needs assessment, they must advise parents of their reasons and of their right to appeal.

If the local authority decides to proceed with an EHC needs assessment, parents will be informed within six weeks of the request being made. The assessment and planning

process should:

- focus on the child as an individual
- enable children and their parents to express their views, wishes and feelings
- enable children and their parents to be part of the decision making process
- gather advice and information from all professionals involved with the child

An EHC needs assessment may result in the development of an EHC Plan. This will include:

- the views, interests and aspirations of the child and his/her parents
- the child's special educational needs
- the child's health needs
- the child's social care needs
- the outcomes sought for the child (including outcomes for adult life)
- the special educational provision required by the child
- any health provision required
- any social care provision required
- the name or type of school to be attended

EHC Plans will gradually replace Statements of SEN. In South Gloucestershire the plan is for existing Statements of SEN to be changed to EHC Plans when a child moves into the next phase of education (for children at primary school, this will be at secondary transfer).

Where a pupil has an EHC Plan or Statement, the local authority must review it at least once a year. An annual review meeting will be held at the school and involve parents, teachers, the child, the local authority and other professionals involved with the child.

Supporting pupils with medical conditions

We recognise that pupils with medical conditions should be properly supported at school so that they have full access to all aspects of school life.

For more detail on arrangements in school, please see 'Policy on Supporting Pupils at School with Medical Conditions'.

Monitoring and evaluation of provision for pupils with SEND

This is part of the whole school system for monitoring and evaluation and is incorporated in:

- lesson observations
- work scrutiny
- pupil conferencing
- tracking the progress of different groups of pupils

This normally includes all staff and outside agencies working with the pupil.

Staff training

All new staff receive induction training to explain the school's SEND provision and to discuss the needs of individual pupils. There is additional training for those members of staff expected to play a specialist role in supporting pupils with specific needs.

All staff are encouraged to undertake training and development, so that they can respond to the strengths and needs of all pupils.

In-service training is planned in response to audits of staff training needs and to the needs of children entering the school.

Transition/links with other schools

Children joining the Reception Class

The Reception Class teacher will meet with staff from partner nursery schools during the summer term to discuss the needs of pupils starting school in September. Any concerns about particular needs will be shared with the school's SENCO. Where necessary, the SENCO may arrange to meet with parents.

Where a child already has an EHC Plan, the SENCO will arrange an Admission Co-ordination meeting. This meeting will involve parents, staff from the pre-school setting and EGPS, together with any other professionals involved with the child. The purpose of the meeting is to share information and to make plans for a successful transition.

Children joining other classes

When a child joins us from another school, we gather information about their strengths and needs from their parents. The previous school should also send us information on the child's needs. Where necessary, the class teacher or SENCO will contact the previous school for further information.

Where children transfer from EGPS to new schools their records, including any details of SEN support, are passed on.

Year 6 children with a Statement of SEN or EHC Plan may have a supported transfer, as identified at the Year 5 annual review. The pupil may have additional visits to their secondary school. Staff from the secondary school will be invited to visit the child here. The pupil may take part in small group work to help to 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.

ACCESSIBILITY

Access to the environment

EGPS is a single site school on one level. It has been built for full inclusion. There are four accessible toilets for children or adults. Three of the toilets also have shower facilities, hoists and changing facilities. All toilets are designed to be used independently as appropriate.

There are good lighting and safety arrangements for pupils with visual impairment.

Pupils with disability who require specialist equipment may be assessed by an appropriate health care professional or therapist to obtain a recommendation on the best way to meet the child's needs.

Access to learning and the curriculum

We ensure that all children have access to a broad and balanced curriculum. Staff work towards removing barriers to learning and participation. A variety of teaching styles are used. Learning activities are differentiated and we 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 may access the curriculum through specialist resources such as ICT, Braille and VOCA (voice output communication aid) where this is appropriate.

We aim to ensure that all school 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

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 are able to access them, or ensure access by pairing children, through peer support or by providing extra adult support.

Alternatives to paper and pencil recording are provided where appropriate, or access is ensured through the use of peer or adult scribing.

A range of assessment procedures are used to ensure children with additional needs are able to demonstrate their achievement appropriately. This may include taping, role play, drama, video or drawing.

Incorporating disability issues into the curriculum

- The PSHE curriculum and assemblies include 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.
- An elected or co-opted representative of pupils with disability is a member of 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.

Working with disabled parents/carers

- We recognise 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. The school holds a regular, informal SEN parents' meeting. These and other parents of pupils with SEN are consulted as necessary over school provision for pupils with SEN.

Disability equality and trips or out of school activities

- EGPS ensures that all educational visits are inclusive by planning in advance and using accessible venues. 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/carers, external agencies and residential centre staff.

The school has a duty to increase accessibility for disabled pupils over time. Our accessibility action plan is part of the 'Equality and Diversity Action Plan'.

Dealing with complaints

Regular communication between school and home should ensure that concerns are promptly acted on. Where concerns remain, parents/carers should talk to their child's class teacher in the first instance. If the issue is not resolved, parents should contact the Head Teacher. Our complaints procedure sets out the steps to making a complaint in more detail. It is available on the school website.

This policy has been prepared in consultation with:

- parents (through the Parents in Partnership and SEN Parents groups)
- the SEN Governor
- the senior leadership team
- teachers and teaching assistants

It has been approved by the Governing body.

It will be reviewed annually. The next date for review is September 2018.

The SENCO/Inclusion Leader has responsibility for managing the school's response to provision for children with SEND. The SENCO/Inclusion Leader is a member of the Senior Leadership Team.

The current SENCO/Inclusion Leader is Mr Adam Rider. He can be contacted by phone (01454 867474) or email (admin@egps.org.uk) .

Acronyms used in this document

CAHMS	<i>Child and Adolescent Mental Health Service</i>
EGPS	<i>Emersons Green Primary School</i>
EHC Plan	<i>Education, Health and Care Plan</i>
LA	<i>Local Authority</i>
RB	<i>Resource Base</i>
SEN	<i>Special Educational Needs</i>
SEND	<i>Special Educational Needs and Disability</i>
SENCO	<i>Special Educational Needs Co-ordinator</i>
TA	<i>Teaching Assistant</i>
VOCA	<i>Voice Output Communication Aid</i>

Related Policies and Plans

Equality, Diversity and Community Cohesion Policy
Equality and Diversity Action Plan
Policy on Supporting Pupils at School with Medical Conditions
Complaints Policy

Relevant legislation

SEND Code of Practice 0-25 (2014)
Equality Act (2010)
Statutory Guidance on Supporting pupils at school with medical conditions (2014)