HERONSGATE PRIMARY SCHOOL

Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND)

‘We discover and realise the genius in everyone’.

At Heronsgate Primary School we are committed to offering an inclusive curriculum to ensure that all of our pupils are supported so that they may work confidently towards reaching their full potential whatever their needs and abilities. The purpose of this policy is to ensure that provision is made within the school to meet the special educational needs of all the pupils in the school. Our policy and practice reflect the philosophy and fundamental principles in the Special Educational Needs Code of Practice 2001 and the Disability Discrimination Act 2006.

Definitions
Pupils have special educational needs if they have a ‘learning difficulty’ that calls for special educational provision to be made for them.

Pupils have a learning difficulty if they

- Have significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which hinders or prevents them from accessing the education generally provided in schools for children of the same age

NB The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However not all disabled pupils will require this provision. A child with asthma or diabetes for example may not have special educational needs but may still have rights under the DDA. The school aims to ensure that each child receives the appropriate provision based on their identified needs.

Special Educational provision means any support that is additional to or different from that available for children of the same age. It might be differentiated or specific individual work in the classroom, additional support in class, physical adaptations to the learning environment; support from an outside agency such as occupational therapy or speech or language or a short focused school run intervention.

Objectives

- Children with special educational needs and disabilities (SEND) have access to a broad and balanced curriculum with relevant and appropriately differentiated tasks/activities
- Pupils with special educational needs and disabilities are identified early
- SEND learners have access to the range of materials and teaching styles required to further their learning and development and are provided with appropriate interventions; this will include specific learning difficulties such as dyslexia and autism
- Regular monitoring of SEND learners ensuring that they are making the best possible progress
- SEND learners are able to express their views and are fully involved in decisions which affect their education
- SEND learners encouraged to develop independence and seek to avoid over reliance on adults
- Effective communication between school and parents, working in partnership together so that parents are fully informed about their child’s needs and the provision being made and are able to share their knowledge and experience of their child’s needs with the school
- Effective partnership with a range of outside agencies in order to access the specialist support and resources

The Head Teacher has been delegated overall responsibility for special educational needs by the Governing Body and the Inclusion Manager/Special Needs Co-ordinator manages the framework of provision for pupils with SEND. Each individual class teacher is responsible for implementing, monitoring and recording
programmes of work for pupils experiencing difficulties in their class and managing the work of the support staff together with the IM/SENCO.

**Admissions**
The governing body has agreed with the Local Authority admissions criteria which does not discriminate against pupils with special educational needs or disabilities and its admissions policy has due regard for the guidance in the SEN Code of Practice and the Disability Discrimination Act. Parents or carers of pupils seeking the admission of a pupil with SEND are advised to approach the school well in advance so that consultations can take place and provision be made.

**Inclusive Teaching**
The National Curriculum Inclusion Statement sets out the three principles that are essential to developing a more inclusive curriculum -
- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning

The primary strategy assumes three waves of support for children with SEND
- Wave 1 – effective inclusion in high quality whole class lessons
- Wave 2 – small group interventions
- Wave 3 – specific, targeted interventions for identified children

**Identification and Assessment of Special Educational Needs**
The school is committed to following the Special Educational Needs Code of Practice 2001 that advises schools should adopt a three stage approach to identifying and providing for SEN pupils. Records of this provision are held by the SENCO. Children’s needs and requirements usually fall into at least one of four areas –
- Cognition and learning difficulties
- Communication and Interaction difficulties
- Behaviour, emotional and social development difficulties
- Sensory and/or physical difficulties

**Cause for Concern**
A range of evidence is collected through the usual assessment and monitoring arrangements. If a teacher/and or another member of staff is concerned that a child is having difficulties in learning or behaviour and is not making the expected progress they will complete a Cause for Concern form and consult with the SENCO and parents. It will then be decided whether additional or different provision is necessary or whether the child’s needs will be met within the school’s normal Wave 1 and Wave 2 provision and their progress monitored for a further period.

**School Action**
School Action will be initiated if the SENCO in consultation with the class teacher and parents agree that the pupil needs an adapted or differentiated curriculum and that the class teacher needs to use different strategies from those normally provided in class. At this point the child will be given an Individual Education Plan and they will be listed on the school Record of Need at School Action.

**School Action +**
Pupils will move onto School Action + if the pupil is not making adequate progress despite the school’s interventions. The school will approach a range of outside agencies to seek further support and advice. The targets and strategies given will be incorporated into the individual education plans taught through whole class and group work.
Statements of Educational Need
The school in consultation with an Educational Psychologist may make a request for a statutory assessment of a pupil’s needs when those needs are deemed to be severe, life long and complex. If a Statement of Educational Needs is given to the pupil the school receives funding for any support needed over 20 hours. This support will usually be given by a Learning Support Assistant. The statement of Educational Needs is reviewed each year. Parents of the pupil and relevant professionals are invited to the meeting and report is then submitted to the Local Authority. The views of parents and pupils are sought and those at the meeting will decide whether the statement continues to be relevant and set appropriate learning targets for the following year. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer so parents of pupils with a statement will make their choice of secondary school in Year 5. The SENCO will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support all SEND pupils at the time of transfer.

Monitoring the progress of SEND pupils
The teachers and SENCO review and discuss the progress of all pupils including those with SEND regularly with the termly assessments, termly review of IEP targets and progress meetings. School tracking data is also used to analyse the progress of individual SEND pupils, groups of pupils and the effectiveness of the interventions. IEPs and plans are also monitored to ensure that SEND pupils are being set appropriate learning objectives and activities. The SENCO monitors the movement of children within the SEN system in school.

EAL pupils
The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about an individual pupil teachers should look carefully at all aspects of their performance in different subjects to establish whether the problems they have in the classroom are due to the limitations in their command of the language that is used there or arise from special educational needs.

Provision for SEND pupils
The school provides for the needs of SEND pupils in the following ways -
- Differentiation of the curriculum in class
- Adaptations to resources and materials used in class
- Individual learning targets identified on an Individual Education Plan
- Teaching Assistant support in class
- Wave 2 and 3 Intervention groups in English, Maths where pupils are given specific focused teaching either 1:1 or in small groups (see appendix)
- Speech and Language support either 1:1 or small groups following programmes given to the school by the Speech and Language Therapist
- Individual programmes designed by other outside agencies eg ASD team, Physiotherapist, Occupational Therapist, STEPS
- One to one mentoring and counselling

Individual Education Plans
Learning targets and activities that are additional to and different from those provided for other children will be recorded on an Individual Education Plan. The class teacher in consultation with the SENCO, teaching assistants, parents and pupils will write the IEPs. The IEP will detail -
- The short term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria

The IEP will be reviewed every term and the outcomes recorded. Pupils will participate fully in the review process according to their age and ability. Parents are also invited to participate in the target setting and
review process. The IEPs are stored in the SEND files of all pupils on the SEND Record of Need. Depending on the reviews pupils might be moved on and off the Record of Need.

Withdrawal
Although it is our policy to promote inclusion we will on occasions withdraw children from lessons
- If the activity included exchanges of confidential/personal information eg for counselling
- Where the child with SEND needs to be in particularly quiet environment to enable them to hear, concentrate or be calm eg Speech and Language work
- The resources, techniques and content would prove to be embarrassing eg older children may be embarrassed to read ‘easy’ books in class
- Where groups or individuals need to focus on specific programmes that will increase their access to the curriculum

We make every effort to ensure that withdrawal for intensive SEN work or intervention groups is done with a minimum of disruption to the child, the class and their curriculum entitlement.

SEND Continual Professional Development
The school has a comprehensive induction programme for all new staff including Newly Qualified Teachers and Support staff which includes sessions on planning and supporting SEND learners. Members of staff also attend courses on supporting pupils with specific individual needs. Pupil attainment data, performance management and professional review meetings are used to identify individual, group or whole staff training needs

SEND pupils
Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most their education should be ascertained. They should be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and the transition process.

Partnership with parents
Partnership with parents plays a very important role in enabling pupils with SEND to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to a shared view of their child’s need and the best ways of supporting them. All parents of SEND pupils will be treated as partners and supported to play an active and valued role in their child’s education. The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with special educational needs may contact the Parent Partnership Service for independent support and advice.

The school’s complaints procedures are set out in the school prospectus. The class teacher will work closely with parents and should be the first port of call in the case of any difficulty. Parents of SEND pupils whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process on request.

Transition Arrangements
All records and information are passed onto the new school as soon as a child transfers. At the end of Year 6 the records are sent to the secondary schools at the end of the summer term. Information about SEND pupils is handed onto the next class teacher at the timetabled Handover Meeting in July. Detailed transition programmes are planned for statemnted pupils at the end of every academic year including meetings between support staff. The school will also liaise with secondary schools to set up extra transition arrangements for SEND pupils.
**Success Criteria**
The success of the policy will result in the needs of all children with SEND being met by
- Having systems in place to identify children with SEND as early as possible
- Making good use of good practice in planning for teaching and assessing children with SEND
- Regularly reviewing of the child’s progress against targets set
- Providing additional intervention if progress is not adequate
- Receiving appropriate funding from the LA to support the child’s needs at ESAP and statement levels
- Considering the wishes of the child at an appropriate level
- Having a positive and effective partnership with parents
- Encouraging a multi-disciplinary approach whenever possible

This policy should be read in conjunction with the following related policies and guidelines
- Inclusion Policy
- Teaching and Learning Policy
- Assessment for Learning Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Racial Equality policy
- Disability Equality Scheme
- Accessibility Plan

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Appendix A

Roles and Responsibilities

The Governing Body
The Governing body in consultation with the Head Teacher determines the school’s policy and approach to provision for pupils with special education needs and disabilities, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school’s work.
The Governing Body having regard to the Code of Practice

- Ensure appropriate provision is made for any child with SEND
- Reports annually to parents on the school’s policy for children with SEND
- Ensure all children including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensure discussions with parents regarding SEND matters at relevant meetings
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND policy

The Head Teacher
The Head Teacher is responsible for the day-to-day management of all aspects of the school’s work including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEND.

SENCO

- Overseeing the day to day operation of the school’s SEND policy
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision including interventions for children with SEND
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEND
- Maintenance of the SEND Record of Need
- Liaising with parents of children with SEND
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA’s support and educational psychology services, health and social services and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the review process for both statemented and non-statemented pupils including the writing of IEPS and PEPs

Teachers

- Be aware of the school’s procedures for the identification and assessment of and subsequent provision for pupils with SEND
- Work with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil
- Develop and review IEPs for pupils
- Work with SEND pupils on a daily basis to deliver the individual programme set out in the IEP
- Develop effective relationships with parents
- Encourage pupils to participate in decision making
- Be involved in the development and review of the school’s SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupils progress
- Work with the SENCO to identify their own training needs around SEND

**Teacher Assistants and Learning Support Assistants**
- Provide relevant support to identified pupils
- Develop positive working relationships with professionals
- Assist with the recording, monitoring and evaluation of pupils’ progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCO and teaching staff in the preparation of IEPS
Appendix B
Identification and Assessment
In the Foundation Stage and KS1 the assessments used are:
- Baseline tests on entry
- Speech and Language screening in Nursery
- The Foundation Stage Profiles
- The P scales (using the Lancashire PIVATS programme for both learning and behaviour
- Termly assessments of progress
- Half termly Letters and Sounds phonics assessment
- End of KS1 SATs tests

In KS2 the assessments used are:
- Termly assessments of progress including the end of year optional tests in Years 3, 4 and 5 in Maths and English
- The P scales (using the Lancashire PIVATS programme for children working outside the national expectations for their age group
- End of KS2 SATs tests