



SILCHESTER CHURCH OF ENGLAND PRIMARY SCHOOL POLICIES AND PROCEDURES

Inclusion and Special Educational Needs Policy

Mission Statement: We aim to provide the highest quality of teaching and learning for all our children. We seek to create a Christian environment that is open, stimulating, safe and caring. We strive to value each individual and encourage attitudes of self-respect, responsibility and tolerance.

DATE ISSUED: June 2004

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PURPOSE:

This policy aims to ensure that the school meets its statutory duty as set out in The Special Educational Needs (SEN) Code of Practice (2001)

It is guided by:

- SEN and Disability Discrimination Act 2001
- Every Child Matters (2003)
- Disability and Discrimination Act 2005

SCOPE: This policy applies to governors, staff and pupils attending the school and is available for parents.

SIGNATURES:

..... (HEAD TEACHER)

..... (CHAIR OF COMMITTEE)



Definition of Special Educational Needs

- *Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.*
- *Special educational provision means educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age.*

(An extract from the Code of Practice Paragraph 1:3 Page 5/6)

Definition of Disability

A person is disabled if he/she has a mental or physical impairment which has a substantial and long- term adverse effect on their ability to carry out day-to-day activities.

(Disability and Discrimination Act 2005)

Included in the definition is a wide range of impairments including sensory, dyslexia, autistic spectrum disorder, diabetes, speech and language, severe asthma and learning difficulties resulting from complex profiles of disability.

Aims

At Silchester School we aim to:

- Identify a child's needs as early as possible and make budget provision wherever possible to ensure that support is available for children with or without statements (a statement is a statutory assessment of a child's special educational need made by the Local Authority)
- Ensure that every child who is identified as having special educational needs is given the appropriate support
- Develop all pupils' abilities through a graduated approach towards the identification, assessment and meeting of SEN
- Ascertain the views of the child and involve him/her in decisions about his/her education
- Work in partnership with the parents of children with SEN to enable them to achieve their full potential
- Ensure children with SEN are included with their peers
- Promote the positive self esteem of pupils with SEN
- Give children with SEN access to a broad and balanced curriculum (including the National Curriculum and the Early Years Curriculum) of differentiated materials and the provision of additional adult support when appropriate
- Seek specialist advice from outside support services when necessary
- Provide in-service training for both teaching and support staff on SEN

Admissions

Particular consideration is given to the admission of children with SEN. Parents/carers of children with particular needs should approach the Special Educational Needs Co-ordinator (SENCO) for more information and discuss how their child's needs can be met.

Premises

We do have facilities for disabled children. The school is on one level with ramps and a toilet for the disabled.

Roles and responsibilities

The Role of the Head Teacher and the Governing Body

The Head Teacher is responsible for the day-to-day management of the SEN Policy and for keeping the Governing Body fully informed. The Head Teacher works closely with the SENCO who has responsibility for the day-to-day operation of that policy.

Special Educational Needs Coordinator (SENCO)

Mrs Gill Garney is responsible for coordinating the day-to-day provision of education for pupils with SEN.

Her responsibilities include:-

- Supporting staff as children's needs are identified and applying a graduated process of assessment and provision
- Maintaining and updating the SEN register
- Disseminating information about children's needs and judging where the 'need to know' rule applies
- Ensuring that the voice of the child is heard
- Identifying appropriate types of provision
- Co-ordinating the provision and monitoring its effectiveness
- Maintaining records of progress through Individual Education Plans (IEPs) or Group Education Plans (GEPs)
- Advising and supporting staff
- Managing learning support assistants
- Liaising with external agencies
- Liaising with parents
- Liaising with local primary schools and secondary schools
- Organising and managing annual reviews
- Developing and reviewing the school's SEN policy
- Working with the SEN Governor
- Disseminating information regarding the school's duties and responsibilities
- Identifying in-service needs and arranging training programmes
- Advising the school's Senior Management Team on OFSTED's evaluation criteria and requirements for evidence
- Preparing information for the school prospectus

Learning Support Assistants (LSAs)

An LSA works in every class as part of the class team. Their responsibilities include:

- Providing support for pupils in class to access the curriculum. Working with small groups or individuals to address their needs
- Reporting to the class teacher/SENCO on the progress children are making
- Taking part in meetings with parents/carers to review children's progress and set new learning targets

Funding for Special Educational Needs

The school receives funding for children with SEN via:-

- An element within the school's staffing allocation that meets the cost of some of the SENCO's responsibilities and duties
- LA contributions for children with statements
- In addition we receive a small amount in recognition of special social needs.

These funds are allocated on the basis of the individual levels of need and the effective education of children with SEN.

Identification, Assessment and Provision for Children with SEN

The school follows the guidelines set out in the Special Educational Needs Code of Practice 2001 and uses a graduated response in identifying and assessing SEN. Full details about each stage can be found in this document. A copy is available to parents/carers on request or can be viewed at www.teachernet.gov.uk

Early Identification

If the class teacher, parents/carers or other professional identifies that a child is experiencing difficulties in one or more areas of the curriculum, or failing to make expected progress, the situation is discussed with parents/carers. At this stage the Class Teacher is responsible for assessing children, differentiating teaching and devising appropriate plans for the child.

If the child is not making adequate progress as a result of this increased 'in-class' support the class teacher and SENCO will meet parents to write an Individual Education Plan (IEP) or a Group Education Plan (GEP). This stage is known as **School Action**.

School Action

At this point parents must be informed that special educational provision is being made for their child, because the child has SEN. Parents/carers are told about the LA's parent partnership service which can provide advice and information about issues relating to those needs.

The IEP or GEP will detail:

- the nature of the SEN
- three or four short term targets set for or with the child
- the teaching strategies to be used
- any special provision made
- parental involvement
- the success criteria
- a review date
- the outcome of reviews
- (See Appendix A)

The IEP or GEP is discussed with parents/carers and the child as it is drawn up and a copy is given to parents/carers. The IEP or GEP is reviewed at least once a term and new targets added as present ones are achieved (monitored by the SENCO).

If the child continues to make little or no progress, the school may need to seek advice from outside agencies. This becomes **School Action Plus**.

School Action Plus

Outside agencies are involved in identifying and/or assisting in meeting the needs of the child. Parents/carers are kept fully informed and actively involved in making the appropriate referrals to outside agencies such as the Speech and Language service, Educational Psychology, Teacher Advisers, Health or Social Service professionals.

A new IEP will be drawn up including:-

- advice from outside agencies
- new targets
- **additional** or **different** strategies to those at School Action
- parental involvement
- the success criteria
- a review date
- the outcome of reviews

If a child fails to make adequate progress the school will consider referring the child to the LA for statutory assessment. The parents/carers' views will be sought.

School Request for a Statutory Assessment

At this stage the school must provide documentary evidence to show what strategies and interventions have been carried out. The child continues to be supported at School Action Plus while the request is being considered.

Statement of Special Educational Needs

A statement is made when the LA decides that a child's needs cannot be met by the interventions made by the school or may require resources which cannot be provided within the budget of the school.

- A statement provides access to extra resources
- It gives expert professional advice from a variety of sources detailing the child's precise needs
- It involves parents/carers and child and provides arrangements for yearly reviews of the child's progress involving a range of professionals.

Complaints about SEN Provision within the School

Any complaints received by the Governing Body concerning SEN arrangements in the school will be dealt with sympathetically and with due consideration to the principles of the Hampshire LA Complaints Procedure. Parents are encouraged to discuss any concerns with the Head Teacher.

Access to the Curriculum

Pupils with SEN are provided with a broad and balanced curriculum including the National Curriculum and the Early Years Curriculum (unless a child with SEN has statement, which modifies or exempts him/her from the provisions of the National Curriculum)

- They may be given extra support by their Class Teacher, the LSA or the SENCO both within the classroom and/or in withdrawal groups
- Children with SEN participate in all aspects of school life and are given appropriate support to do so. This includes extra curricular activities, after school clubs and residential visits.
- Teaching methods are guided by the principles of our Learning for All policy

Working with Other Agencies

The school works in partnership with a range of external support services to meet the needs of children with SEN. Currently these include:

- The Educational Psychologist
- The Speech Therapist
- Educational Welfare Officer
- Health colleagues such as the school nurse, hospital consultants
- Social Services

Transfer

If a child with SEN moves to a new school or onto Secondary School all documents concerning the school's interventions are transferred to the receiving school.

The school will send:-

- IEPs
- Assessment details
- Background information
- Any outside agency reports
- The Statement of SEN (if appropriate)

Planning for the transfer of pupils with a statement begins in Year 5 and an additional review is held in the summer term to update the information about the pupil.

During Year 6 the Class Teacher and the SENCO discuss children with less complex needs with the Year 7 secondary school teachers. Children also visit the secondary school during the year. Additional visits can be arranged to aid the transition.

Training for SEN

- The SENCO is responsible for keeping the staff (including support staff) updated on regulations and current practice relating to SEN
- The SENCO provides support staff with training on the use of school resources and the operation of the school's SEN Policy
- Other training is available within the terms of the School's Improvement Plan

Criteria for Evaluating the Success of the SEN Policy

- The school has fulfilled the legal requirements for SEN including The Code of Practice
- Children with identified SEN have been provided with appropriate support
- Children with SEN are making measurable progress to narrow the gap between them and their peers
- Support programmes have been reviewed to evaluate their impact
- The school has consulted parents/carers and children and obtained their views
- The school has reviewed IEPs termly and sent copies home
- The school has given children with SEN access to a broad and balanced curriculum (including the National Curriculum and the Early Years Curriculum)
- The school has consulted with outside support services where appropriate
- The school has provided in-service training for both teaching and support staff when required and within the Strategic Plan
- The Governing Body has been actively involved in developing and monitoring the school's SEN Policy