

Special Educational Needs (SEN) and Inclusion Policy

(This policy should be read in conjunction with policies for Gifted and Talented, Child Safeguarding Equal Opportunities plus the Single Equality).

Introduction

At Sir John Barrow School every child matters. This is at the heart of all we do and is reflected in our Mission Statement:

‘The SJB team – succeeding, enjoying and belonging’,

We endeavour to provide a broad and balanced education for all children and the National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. In order to facilitate pupil inclusion, this policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type of difficulty experienced by the child.

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 children defined as disabled 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 Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

The aims of this policy are:

- to include all pupils in school life.
- to create an environment that meets the special educational needs of each child.
- to ensure that the special educational needs of children are identified, assessed and provided for.
- to make clear the expectations of all partners in the process.
- to identify the roles and responsibilities of staff in providing for children’s special educational needs.
- raising staff inclusion through ongoing staff development.
- to ensure that parents are encouraged to support their child’s education.
- to ensure staff and the SEN child understand their role in supporting their education.
- to develop inclusive practices throughout the educational community to promote equality of access and opportunity for all learners.
- to recognize and celebrate the progress and achievements that all members of the educational community make.

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language.
- planning to develop children's understanding through the use of all their senses and through varied experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Provision for children with special educational needs is the responsibility of all members of staff.

Special educational needs

Children with special educational needs have learning difficulties that call for special educational provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability (as a physical or mental impairment where the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities – i.e. lasts for 12 months or more) This disability prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

After the initial settling in period, in Foundation Stage and KS1, if a child is not making the expected progress, the class teacher will make their concerns known to the SENCo. A meeting with parents may be held, to highlight concerns and to discuss ways forward.

All children are assessed when they enter our school, so that we can build upon their prior learning. If a child is making very little progress and therefore is of concern, he/she may be placed on the SEN register, providing there is Parental agreement. The SENCO may suggest starting the process of an Early Help assessment for Special Educational Needs, which will involve the parent providing information about the child and an action plan being drawn up. The SENCO may invite external professionals to attend TAC (Team around the Child) meetings as they may be able to provide advice/ support for the action plan. After about half a term the actions will be reviewed, through a second TAC meeting and if necessary further actions will be made.

Implementation:

SEN:

- All children will be identified as SEN and SEN with a Statement at SJB school. (Eventually leading to SEN with a Health and Care Plan as Statements are phased in the next 3 years). These children will have their name placed on the school SEN register.
- Every child on the register has an IEP (Individual Education Plan) written and reviewed twice a year or more if necessary. It is written and reviewed by the class teacher(s) and, where appropriate TA/HLTA. The SENCo will ensure IEPs are written with SMART targets. A copy is kept in school and a copy is sent home. The IEP and its review is discussed with parents/carers.
- The class teacher is initially responsible for identifying a child with special needs and initiating appropriate action.
- Progress of pupils with SEN will be reviewed regularly to provide the most effective learning provision.
- Once a child is alerted to the SENCo as having SEN, parents/carers are included and an IEP is written.
- Outside agencies are used to support and advise. These include The Behaviour Support Team, the School Nurse, Speech Therapy, Pupil Referral Unit, Occupational Therapy, Specialist Teaching Service, LACES, PCSO's , Physiotherapy, Barnados. Child protection issues are dealt with by the designated child protection officers.
- Pupil progress is recorded and monitored using the schools' tracking system. Insufficient progress will alert staff to considering the effectiveness of the provisions a child may have received and whether a different intervention may be more effective. Pupil progress is recorded every term following testing.

Gifted and Talented:

- Gifted and Talented children will be identified by their class teacher and brought to the attention of the G&T coordinator. The G & T coordinator continues to investigate interventions to support identified pupils. Exceptionally able children have an IEP.
- Gifted children will be encouraged to complete differentiated tasks in lessons as planned by the teacher.
- Talented children will be signposted to school and local clubs if available.

Equality:

- A Single Equality document is in place. All racial incidents are monitored in the Racial Incident Monitoring Log.

Children Looked After:

- Every child who is looked after by the local authority has a PEP (Personal Education Plan). These are updated twice a year. Review meetings are attended by the designated teacher (Deidre Dobson). The CLA advisory teacher meets with the designated teacher each term to discuss CLA's progress and the Pupil Premium.

Attendance:

- The Head teacher/SENCo monitors attendance and groups of children with high percentage of absence or lateness are targeted.

School council:

- The school council meets every two weeks and is involved in decision-making. Two children from every class attend school council meetings and are voted in by their peers.
- Reception and Nursery classes are represented by a child from Year 2.

Governors:

- Governors (Inclusion Committee) regularly receive Inclusion reports. There is a nominated G&T and SEN governor who meets regularly with the SENCo/Head/G&T Co-ordinator.

If a child continues to demonstrate significant cause for concern, despite measures put in place (where advice from Specialist Teachers, EP e.t.c. has been implemented), the TAC meetings based on the Early Help assessment will lead to a consideration for the child to have an Education and Healthcare Plan, providing the child fits criteria in line with the criteria as listed in the Cumbria SEN Handbook. A range of written evidence about the child will support the request.

In our school the SENCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the progress and records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages and monitors a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible persons' in this school are the Head and SENCo. They ensure that all those who teach a pupil with a statement of special educational needs/ Education and Healthcare Plan are aware of the outcomes and targets.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs/Health Care plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher, in liaison with the SENCo, decides how to use funds directly related to statements/Health Care plans.

Assessment

The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Headteacher/SENCo meet with class teachers each term to discuss children's progress and agree identified actions to ensure children continue to progress.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher, in liaison with the SENCo, sets suitable targets for the individual. All children identified on the SEN register have an IEP.

The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access to the curriculum

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from core Literacy and Numeracy lessons unless the child is receiving an intervention programme.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school web site contains details of our policy for special educational needs, and a named governor takes a particular interest in special needs and is always willing to talk to parents.

Staff have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children may be involved, at an appropriate level in setting personal targets which may be used in their IEPs. They may also be involved in the termly IEP review meetings and Annual review meetings. We recognise success here as we do in any other aspect of school life.

Monitoring and review

The SENCO, Headteacher and Assessment Coordinator monitor the movement of children within the SEN system in school by maintaining the SEN register and using the school tracking system. The

SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

School monitors and supports attendance in accordance with the Attendance Policy for this particular group.

The SENCO is available to support class teachers in writing IEP targets.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO and Headteacher reports regularly to the full governing body.

Signed: A Robinson, D Dobson, H Pemberton

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