



## **Special Educational Needs & Inclusion Policy**

### **1 Introduction**

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on Christian values with mutual trust and respect for all. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Through assessment we aim to identify the barriers to learning; these 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.

Having identified the barriers, we respond to each child's diverse learning needs setting suitable learning challenges, taking account of their varied life experiences and needs.

A child may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs, takes account of the type and extent of the difficulty experienced by the child, thereby providing a differentiated curriculum, ensuring that all pupils experience levels of understanding and rates of progress that bring feelings of success and achievement.

### **2 Aims and Objectives**

The aims of this policy are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To create an environment that meets the special educational needs of each child
- To ensure that the needs of the children are identified, assessed and provided for
- To make clear expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process

### 3 Educational Inclusion

At All Saints, 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 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, language and literacy
- Planning to develop children's understanding through the use of available senses and 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

### 4 Provision for special educational needs (SEN)

Children with SEN have learning difficulties that call for special 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 which prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- They are under school age and fall within the definitions above

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the Special Educational Needs Coordinator (SENCO) and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are

due to limitations in their command of the language that is used there or arise from special educational needs.

There are 3 categories used to describe an individual's level of special needs and through which to provide appropriate intervention and support.

### School Action

When a class teacher or the SENCO identifies a child with special educational needs, he/she will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called *School Action*. The triggers for intervention through *School Action* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not resolved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Following assessment, the SENCO and the child's class teacher will decide on the action needed to help the child to progress. This may include:

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LEA support services for one-off or occasional advice on strategies or equipment

### *Individual Education Plans (IEP)*

Strategies employed to enable the child to progress will be recorded within an IEP. The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs.

### School Action Plus

The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills

- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and/or that of the class group, despite having an individualised behaviour management plan
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At School Action Plus external support services, will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### School Request for a Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, where the evidence presented suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists. Such cases may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, and the LA will consider the case for a statutory assessment of the child's special educational needs.

Where a request for a statutory assessment is made the LA will consider information about the child's progress over time, and will also look at documentation in relation to the child's special educational needs and any action taken by the school to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- Levels of attainment
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a *statement*.

A statement of special education needs will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil's needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

Statements are reviewed annually at a meeting held in school. Parents, SENCO, class teacher, support staff, the LA and external professionals involved are all invited to the meeting to consider whether any amendments need to be made to the pupil's needs or to the special educational provision specified in the statement. The annual review will focus on what the child has achieved as well as any difficulties.

## **5 Roles and Responsibilities**

### The Governing Body

The Governing Body, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEN. The Governing Body reviews the school's policy on SEN annually and will nominate one governor with responsibility for SEN. The SEN governor liaises regularly with the SENCO and reports back to the full Governing Body.

### The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Headteacher keeps the governing body fully informed and also work closely with the SENCO.

### The SENCO

The SENCO is a member of the Senior Leadership Team within the school and plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEN.

Key responsibilities are:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with Special Educational Needs
- Liaising with and advising other teachers
- Managing SEN Support Assistants
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA, Educational Psychology Services, Health and Social Services, and other external support services.

### The Teachers

All teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process.

### The SEN Designated Teaching Assistants (SEN TA's)

The designated SEN TA's work with the SENCO and class teachers in providing support for children with Special Educational Needs across the school, liaising with maintaining records of the children they work with, and attending reviews and meetings as requested.

## **6 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; parents have much to contribute to our support for pupils in school. In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or the SENCO as needed either by telephone or appointment.

We have regular meetings with parents to share the progress of children with special needs, including any external professionals working with the child. We inform parents of any outside intervention and share the process of decision making by providing clear information relating to the education of children with special educational needs.

## **7 Allocation of Resources**

Senior leadership Team are 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.

This policy is reviewed annually.

**Date: November 2012**  
**Tina Keeling**  
**Headteacher**