



SEN & Inclusion Policy

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Review date	3 rd October 2015
Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

SEN & Inclusion Policy

Definition of Special Educational Needs

A pupil is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

Although there are acknowledged links – in some instances – with pupils who have English as Additional Language needs, this is a separate area of provision and is, accordingly, addressed in a different policy document. Children with EAL should not be regarded as having SEN, although pupils with EAL may also have SEN.

The revised code of practice focuses on meeting these needs in the classroom, and therefore as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us.

‘All teachers are teachers of children with special educational needs’

(SEN Code of Practice pg. 44).

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability with or without a formal assessment. If there is a concern, a referral to the Inclusion Leader should accompany a structured and well differentiated teaching programme. The Special Educational Needs (SEN) Code of Practice, which was revised in 2001, provides guidance on the duties of schools, local authorities and others working with children who have SEN must have regard. The Code sets out four areas of SEN:

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

A Graduated Response to SEN

All staff have a responsibility for identifying students with Special Educational Needs (see Appendix 1). Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

Aims of the Special Educational Needs Policy

- We identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN.
- Records relating to SEN follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEN through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for SEN.

Roles and Responsibilities

Glade Primary School recognises that provision for children with Special Education Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

Headteacher

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, Inclusion leader, support services, parents and pupils.
- To report to governors on the needs of the SEN children at school.
- To delegate the organisation of review meetings to the Inclusion leader.
- To ensure that the needs of SEN children are met within the school.

Inclusion leader

- To play a key role in delivering the strategic development of the SEN policy and provision.
- To oversee the day-to-day operation of the school's SEN policy.
- To monitor the needs of SEN and gifted & talented children together with the Headteacher and class teachers.
- To assist with and advise on, the teaching and assessment of children with SEN.
- To organise annual and termly reviews.
- To ensure Individual Education Plans are written and reviewed termly.
- To write individual IEPs for pupils with a Statement of SEN.
- To ensure that provision for pupils with SEN is mapped
- To ensure that the impact of SEN interventions is assessed for each pupil
- To meet regularly with the Headteacher to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEN register & provision map is updated regularly.
- To lead the review of the Special Educational Needs Policy.

- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head teacher.
- To work in conjunction with the class teachers.
- To lead INSET on SEN in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on SEN and appropriate related external courses.

Class teachers

- To raise concerns if they feel that particular pupils have Special Educational Needs.
- To know which pupils in their class are on the SEN Register and at what stage.
- To maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant IEPs.
- To write individual IEPs for pupils at SA and SA+.
- To ensure that these IEPs are reviewed with the parents (and child if appropriate) at least three times a year.
- To provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
- To ensure TAs are supporting pupils in their class, as directed.
- To ensure that the Headteacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

Teaching Assistants

Under the guidance of the class teacher to:

- Carry out activities and learning programmes planned by the class teacher and the Inclusion Leader.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy.

Governors

- A named governor to have responsibility for the implementation of the SEN policy.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the Raising Attainment Plan.
- To ensure that financial resources are available to carry out the SEN policy.
- To ensure the quality of SEN provision is continually monitored
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, Inclusion leader and staff
- To report annually to parents on the implementation of the SEN policy and any changes during the school last year.

Arrangements for Identification of Special Educational Needs

School Action (EYA)

We aim to identify children with special educational needs as early as possible in their school career. When a class teacher identifies a child with SEN s/he should inform the Inclusion leader using the appropriate referral form (See Appendix Two). If a class teacher has concern about a child these concerns will be discussed in the first instance with the Inclusion leader, who may suggest that the class teacher should monitor the child's progress or behaviour for a period of time.

Once this concern has been registered the class teacher will work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available will be targeted for the child e.g. Teaching Assistant.

The triggers for intervention through School Action could be the teacher's or other's concerns, 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 and mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has a communication and/or interaction difficulty.

If the class teacher is still concerned after a period of monitoring a decision will be made, in conjunction with the Inclusion leader about whether the child needs to go on the SEN register at the level of School Action. The Inclusion leader will then write to the parents about the child's needs, offering them a visit if required.

A decision may be reached at that meeting to begin School Action Support, in which case the child's name must be entered on the SEN Register and the class teacher must include that pupil in their SEN file for that class. Children at this stage should be offered extra support from within the schools resources and this will be recorded on a provision map.

School Action Plus (EYAP)

The school's Educational Psychologist and any other assessing professionals, for example CAMHS should be involved in considering whether to proceed to School Action Plus. They should be provided with up to date information about the pupil, including all previous interventions. It is likely that the decision to progress to School Action Plus may come after it becomes clear that, despite appropriate interventions the pupil is failing to access the curriculum at an appropriate level. School will always consult specialists when taking action on behalf of a child through School Action Plus. At School Action Plus external support services, both those provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practicable, so that they can advise teachers on IEP targets and accompanying strategies.

The triggers for School Action Plus:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- 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.
- Interventions put in place at SA have had little or no impact on learning or progress.

Progression to Statutory Assessment:

If after advice from the EP or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCo completes the form requesting Statutory Assessment by the Local Authority. The LA will decide whether to proceed with Statutory Assessment. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.

If the Panel agrees to proceed with Statutory Assessment the SENCo prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Special Educational Needs is completed. The class teacher, in conjunction with the SENCo is then responsible for drawing up an IEP to meet the objectives set out in the Statement. The Statement must be formally reviewed at least annually.

Individual Education Plans

All pupils on the SEN register at School Action Plus or with a full Statement of Special Educational Needs must have an Individual Education Plan. These Individual Education Plans must be reviewed at least three times a year, with the parent and the child if it is appropriate to include the child. This should ideally be done at Parents Evenings; if not a separate time will need to be made. If a pupil is making good progress the IEP review can be used to consider removing a child from the SEN register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register for example from School Action to School Action Plus or from School Action Plus to a request for Statutory Assessment. There must be clear evidence in each class teacher's SEN file of when IEPs have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment.

Annual Reviews of Statements of Special Educational Needs

If a child has a Statement of Special Educational Needs the Statement must be reviewed annually. The Annual Review will be chaired by the SENCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual Review can be held at anytime during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review **MUST** be held at the earliest opportunity prior to the exclusion meeting.

Transitions

Glade Primary School takes the majority of its pupils from local pre-schools, including Fledglings, Brandon Pre-School and Forest Nursery. In the Summer term prior to pupils from the nursery joining the school the Inclusion Leader will liaise with the nursery to establish which of the pupils who are progressing to the Reception class are on the Early Years SEN register. This information will be collated by the Inclusion Leader in order to draw up the SEN register for the Reception class.

As pupils on the SEN register progress to secondary school the Inclusion Leader will liaise with the various receiving schools. This will include inviting the SENCO from the secondary schools to Y5 & Y6 Annual Reviews and arranging visits for pupils and parents to look at prospective schools. This will include specialist provision in the case of some pupils with statements.

A Graduated Response to SEN

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	<p>If, after observations in a variety of contexts and in discussion with parents and/or carers, a pupil is not making adequate progress, placing the child on the SEN register at School Action is considered.</p> <p>The teacher responsible for the child informs the Inclusion Leader of the concern using the 'SEN Cause for Concern' form.</p>
School Action	<p>The child is placed on the SEN register at School Action.</p> <p>Appropriate interventions are identified and parents/carers are informed.</p>	<p>Additional and/or Different activities & resources are used to meet the needs of the pupil.</p> <p>Suggestions for support at home are considered with the parents/carers. A group IEP may be written which is reviewed regularly.</p>	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.
School Action Plus	The SENCO requests advice from an external agency. The pupil moves to SA+ (P). An individual IEP is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action.	The IEP is implemented in the class using the strategies and additional and/or different resources suggested. Support from home is considered. The IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.

SEN Cause for Concern Referral Form

Please complete this form with as much detail as possible and return to the Inclusion Leader

Name of pupil	
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DOB	
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Name of teacher	
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Class	
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Current National Curriculum assessment levels	Reading	
	Writing	
	Maths	

Please indicate which area(s) of SEN is/are of concern for this pupil	Cognition and learning	
	Behavioural, emotional and social development	
	Communication and interaction	
	Sensory and/or physical needs	

Briefly explain how you have differentiated the work for the pupil.	
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Briefly explain what difficulties they are experiencing in accessing the curriculum.	
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Please detail any other factors which might be relevant <i>i.e. recent conversations with parents.</i>	
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