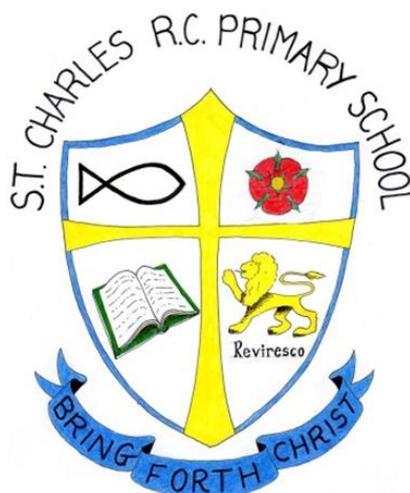


ST CHARLES' RC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS - INCLUSION POLICY



“Bring Forth Christ”

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| Created: | April 2016 |
| By: | Mrs Vivien Baker |
| Approved by Governors: | |
| The Head teacher is responsible for monitoring this policy. | |
| Signature of Chair of Governors | |
| Date: | |
| Signature of Head teacher | |
| Date: | |
| Date of next review: | April 2017 |

Introduction

This policy is constructed in line with the requirements set out in Schedule 1 of Statutory Instrument 2506 (1999) which sets out 17 prescribed elements under three headings. The policy is fully compliant with the 2001 Code of Practice for Special Educational Needs (SEN).

Definitions

A child has *SEN* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

A child has a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- (a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- (b) for a child under two, educational provision of any kind. (Education Act 1996, Section 312)

SECTION 1: BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATIONAL PROVISION

Principles

- a child with SEN should have their needs met
- the views of the pupil should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum

1. The Objectives of the Governing Body in making provision for pupils with SEN, and a description of how the Governing Body's SEN policy will contribute towards meeting those objectives.

Objectives

- The school will manage resources to ensure all children's needs are met
- A pupil's SEN will be identified early
- All those responsible for or involved in SEN provision take into account the views and wishes of the child
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- EHC plans will be reviewed annually in line with regulations

- Appropriate training will be provided for those involved in the implementation of the policy

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO (Special Educational Needs Co-Ordinator) in conjunction with the SEN Representative from the Governing Body. The use of resources, identification, programme planning, Individual Education Plan (IEP) effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

2. The name of the person who is responsible for co-ordinating the day to day provision of education for pupils with SEN at the school

SENCO - MRS V. BAKER

3. The arrangements which have been made for co-ordinating the provision of education for pupils with SEN at the school.

ROLE OF THE SENCO

- Strategic development of SEN policy/provision (with SLT and Governing Body).
- Day to day responsibility for policy/provision.
- Professional guidance to teachers.
- The SENCO will ensure that termly SEN review meetings with parents will be conducted accordingly.
- Developing effective ways of overcoming Barriers to Learning
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching and standards and by target setting
- Collaboration with curriculum coordinators
- Managing Teaching Assistants
- Overseeing records
- Liaising with parents
- Contributing to continuing professional development (CPD)
- Liaising with external agencies

4. The admission arrangements for pupils with SEN who do not have a statement in so far as they differ from the arrangements for other pupils.

Admission Arrangements

Pupils with SEN will be admitted to St. Charles' in line with the school's Admissions Policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet them. It will work closely with parents and other agencies to ascertain a child's SEN and in deciding where to place them on the school Record.

We highly value parental support and involvement. Parents have access to this SEN Policy and are informed and involved at every stage of our SEN practice. Children are also fully involved in issues involving their needs, if parents are in agreement with this and have given their permission. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a suitably differentiated curriculum. The full Governing Body will take advice from the Governors' building committee to ensure future planning takes into consideration the provision of facilities to enable access for pupils or adult carers with disabilities.

5. The kinds of provision for SEN in which the school specialises and any special units

The Governing Body

Governors will ensure all staff are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SEN Governor and SENCO.

Staff will develop skills through training, liaising with specialists, subscriptions to professional bodies, keeping abreast of current literature and materials, and discussion of initiatives at staff meetings.

Credit for Professional Development and identification of further training needs is monitored annually through performance management meetings, or with the SENCO as needs arise.

Several members of staff have received specialist training for SEN pupils, notably all teaching staff have been trained in ASD as have other support staff working directly with children with this diagnosis.

6. Facilities for pupils with SEN at the school including facilities which increase or assist access to the school by pupils who are disabled.

The School

St. Charles R. C. Primary school is designed on three floors. Access to the main entrance is ramped from both playgrounds. Within school there is ramped access to the school hall and Reception and Year 1 classroom. There is also an elevator situated near the school office which leads to the Year 4/5/6 classrooms and quiet area. The school has one toilet suitable for disabled children.

SECTION 2: INFORMATION ABOUT THE SCHOOL'S POLICIES FOR THE IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN

7. How resources are allocated to and amongst pupils with SEN

Governors' principles for allocating resources

- a) To use allocated funding to provide Teaching Assistants to support staff and pupils, and to delegate further support and resources as the Head Teacher and Governing Body feel is desirable.
- b) To use funding for staff training from a variety of sources e.g. LEA, IDSS.
- c) To use funding to procure additional advice and/or assessment and testing of pupils where necessary.
- d) To ensure the needs of pupils are met through the role of the SENCO.
- e) To allocate a percentage of the budget to provide resources.

SEN Funding

SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the County Council on the basis of data submitted to them for their audit of SEN arrangements

8. How pupils with SEN are identified and their needs determined and reviewed

In line with the 2002 Code of Practice the following graduated response will be made to pupils who have SEN.

Action by class teacher (prior to involvement of the SENCO, class teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Don't assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation, PFL and PFN provide efficient planning models
- Records should be kept and discussed with the child's next teacher at the end of the Summer term
- Arrangements should be monitored to identify those not making sufficient progress, at which point the SENCO is consulted.

School Action

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, makes little progress due to underachievement, behaviour sensory/physical or communication/interaction difficulties
- Class teacher/SENCO discuss, look at existing and collect additional information. SENCO takes lead in further assessment and planning future support.
- Interventions may include different materials or groupings and adults developing interventions.
- Should be speedy access to LA service for one-off discussions
- If an IEP is needed it should be crisp with 3 to 4 targets, discussed with parents, record targets, teaching strategies, provision, review date, outcome
- If an IEP is needed it should only record what is additional and should be reviewed on a regular basis, in a process that should not be unduly formal. Monitoring will be undertaken continuously.

Education and Health Care Plans

A formal review is conducted annually. Outside agencies will be invited and reports are always requested. An LEA representative is consulted for advice with the invitation to attend being at their discretion. The SENCO of a secondary transfer school is always invited. Where possible, a specialist will be invited to offer additional support by attending Annual Reviews.

The pupil will always be as fully involved as possible. He/she must understand what is happening and why, to be able to take ownership of the situation and play an active part in negotiations and reviews. It is at parents' discretion if they would like their child to be present at the review meeting.

All sensitive information is treated confidentially. Any outside agency is only ever approached with parental consent. Following permission to send information to outside agencies school provides parents with a copy of the information that has been sent.

Reviews of pupils with statements will be carried out in accordance with advice from Children and Young People's Service - Inclusion

Individual Education Plans

As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IEPs, which will achieve the following:

- Raise achievement of pupils with SEN
- Be seen as a working document
- Use a simple format
- Detail provision 'additional to' or 'different from' that generally available for all pupils
- Detail targets which are 'extra' or 'different' from those for most pupils

- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEN

They will focus on:

- Up to three or four key individual, measurable targets set to help meet individual needs and particular priorities
- Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills
- Strengths and successes should underpin targets and strategies

They will consist of:

- Short term targets set for or by the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when IEP is reviewed)

When reviewed every half-term, the following will be considered:

- Progress made
- Parents' views
- Pupil's views
- Effectiveness of the IEP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined as:

- Closing the attainment gap between the child and their peers
- Preventing the attainment gap growing wider
- Being similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matching or bettering the pupil's previous rate of progress
- Ensuring access to the full curriculum
- Demonstrating improvement in self-help, social or personal skills
- Demonstrating improvements in the pupil's behaviour

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the County Council to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's SEN and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 7 of the Code of Practice.

9. Arrangements for providing access by pupils to a balanced and broadly based curriculum

- There are times when withdrawal for short periods, either for one to one, or for small group work is seen as the most appropriate way e.g. for a speech therapy programme, specifically targeted

programme e.g. on a computer, or a spelling programme, or exercise programme, a cooling down period, or pastoral care need.

- Resources are varied and IEPs take into account that some children need to access or respond to a lesson in a different format.
- Requests for additional time, use of a scribe or reader, or disapplication from formal testing may be used as the Assessment Co-ordinator advises.

Differentiation of the Curriculum

Planning for differentiation can involve:

- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- including work recorded in alternative formats
- employing active learning strategies giving pupils first-hand experience
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language introducing words as needed
- explaining new words regularly to ensure understanding and use
- allowing sufficient repetition to consolidate skills
- allowing time for reflection
- ensuring that the pace of the lesson takes account of the differences between individuals

Options for Differentiation

Presentation

- simplifying verbal instructions
- demonstration
- writing down and leaving instructions up after saying them
- reading aloud key text/instructions before child reads them
- putting up a glossary of word meanings for difficult vocabulary
- simplifying written work cards and texts
- supplementing information in books with tapes, video, pictures, charts, diagrams

Approach to learning

- choosing more motivating activities by linking tasks to children's interests
- dividing longer pieces of classroom work into shorter tasks each with own endpoint
- increasing use of active learning approaches - brainstorming, drama, role play, card sorts, making posters, display, group discussion, group problem solving
- providing opportunities for repetition and reinforcement - same activity presented in different ways, reviewing earlier learning regularly

Response

- using alternatives to written recording, oral presentation, tape, video, dictation to helper, drama, picture-diagram-flow chart, PC-aided recording
- providing prompt sheets for writing, questions to answer, key words for each section. sentences or paragraphs to put in correct order
- cloze procedure
- cooperative writing, groups or pairs

Implementation of the National Curriculum statement on Inclusion

The statement sets out the following principles;

a) Setting suitable learning challenges

- Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
- Identifying any gaps in pupils' learning and making arrangements to deal with them
- Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
- Where pupils' attainments are significantly low, schools will have to demonstrate that they have planned sufficiently challenging work within each subject

b) Responding to pupils' diverse learning needs

- Schools will have to demonstrate that they have set high expectations and provided opportunities for all pupils to achieve
- Teachers need to demonstrate that they are aware that pupils bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
- Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively
- Teachers should demonstrate that they have taken specific action to respond to pupils' diverse needs by
 - a. creating effective learning environments
 - b. securing their motivation and concentration
 - c. providing equality of opportunity through teaching approaches
 - d. using appropriate assessment approaches
 - e. setting targets for learning

c) Overcoming potential 'Barriers to Learning' and assessment

This section deals specifically with pupils with SEN

- Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child
- Where appropriate there needs to be evidence that pupils have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists
- Teachers should demonstrate that they have taken specific action to provide access to learning by:
 - a. providing for pupils who need help with communication, language and literacy
 - b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c. planning for pupils' full participation in learning and in physical and practical activities
 - d. helping pupils to manage their behaviour, to take part in learning effectively and safely
 - e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The inclusive practices of the school

The school will ensure, in line with the principle of inclusion that;

- All pupils are achieving as much as they can, deriving the maximum benefit according to their individual needs
- If certain groups or individuals are not achieving as much as they can then they find out why this is
- They are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all pupils are included in all aspects of the school
- There should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination

Teachers should therefore;

- Be aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn.
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- When working with pupils from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences
- Show that they don't condone racism bullying
- Notice and act upon spoken or physical tensions between groups or individuals
- Make clear when a behaviour is inappropriate without subjecting pupils to shame, guilt, loss of dignity or unfair comparison.

10. How pupils with SEN engage in the activities of the school together with pupils who do not have SEN

Pupils with SEN have full access to the National Curriculum and the social life of the school e.g. clubs, assembly, school productions, trips, swimming, school teams.

11. How the Governing Body evaluate the success of the education which is provided at the school to pupils with SEN

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils receive and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies including liaison with other schools.

In conjunction with relevant agencies, this data will then be used to evaluate how successful the policy has been using locally developed descriptors to enable judgements to be made on the success of the policy and to set an agenda for further developments.

12. Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.

Complaints

Complaints about any aspect of the SEN policy will be dealt with in the same way as any other complaint against the school.

SECTION 3 : INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

13. Any arrangements made by the Governing Body relating to in-service training for staff in relation to SEN

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by staff from relevant outside agencies. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO

14. The use made of teachers and facilities from outside the school including the links with support services for SEN

The main source of outside agency support is Lancashire CYPS. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. The SENCO meets relevant outside agency staff regularly to discuss individual cases and other issues. CYPS may provide support for schools at *School Action plus* and for statemented pupils through a consultation framework. Informed parental permission is required before such consultations can take place.

15. The role played by parents/guardians of pupils with SEN

Parental Involvement is highly valued at St. Charles'. Parents are fully involved at all stages of their child's education. Contact between home and school can be made by verbal request, letter, or phone call. Parents are kept informed of school life through regular letters. Parents are kept fully informed of their child's progress through regular reports and Parents' Evenings. We have an open door policy for the mutual exchange of views. Parents can arrange to see the teachers at short notice by making a mutually agreeable appointment through the school office or by calling school preferably before or after school sessions or at lunch time. Information can be passed through the school secretary if the teacher is unable to leave class. Parents of children on the SEN Record also have the opportunity of extra meetings with their child's teacher to review the current IEP and help with planning the new IEP.

All parents of children with SEN should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints

- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

16. Any links with other schools, including special school, and the provision made for the transition of pupils with SEN between schools or between the school and the next stage of life or education.

Liaison is undertaken with receiving and sending schools prior to transfer. Contact is co-ordinated by the SENCO.

Pre-School Settings

- The Reception Class teacher visits the local pre-school settings as part of the pre-school induction process.
- Pre-school providers are welcome to phone school or come to school to seek or offer information, and often send their Records of Achievement.
- With parental consent, exchanges of information may be used to assist the initial stages of the Foundation Stage Profile.

Other Schools

- For children with SEN, the SENCO will liaise with the SENCO from transferring schools for the exchange and cascading of information to ensure a smooth and successful transition to our school.
- Similarly the SENCO will forward SEN records and be available to offer help and advice upon request when a child with SEN transfers to another school from St. Charles’.

Transfer Arrangements

- The Year 6 teacher liaises with our local Secondary Schools as part of the Transition Process.
- The SENCO has regular contact with our main Secondary School SENCO, so advice and help is mutually transferable.

17. Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with SEN.

The school is in contact with the following services and organisations.

- Education- EPS, SEN Advisers, IDSS.
- Health- School Nurse, Doctors i.e. GPs and Specialists, Occupational Therapy, Physiotherapy, Speech Therapy.
- Education Welfare Officer.
- Social Services.
- Lancashire Parent Partnership.

Contact is coordinated by the SENCO.