

INCLUSIVE EDUCATION POLICY FOR SPECIAL EDUCATIONAL NEEDS AT ELMHURST PRIMARY SCHOOL.

Elmhurst Primary School believes in, and accepts, the following principles regarding successful Inclusive Education, as outlined in the S.E.N. Code of Practice 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 , 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012
- Keeping Children Safe in Education September 2016

SECTION1:

The school's SENCO is Jane Nash, also an assistant head teacher and member of the school's leadership team.

We are committed to the following principles:

- All teachers are teachers of children with special education needs, so approaches to Teaching and Learning within S.E.N. must be addressed by Whole School Policy.
- A child with S.E.N. should have his / her needs met and be supported to achieve the highest level of attainment.
- The S.E.N. of children will normally be met in mainstream schools or settings.
- Efforts should be made to take into account the views of each child.
- Children with S.E.N. should be offered full access to a broad, balanced and relevant education including the Foundation Stage Curriculum and the National Curriculum.
- Parents/carers have a vital role to play in supporting their child's education.

The underlying ethos of Elmhurst Primary School is that:

- The successful Inclusion of all pupils is to be actively sought by all members of the school community. Everyone involved in the Education of the child – parents/carers, teaching and non-teaching staff, governors and outside agencies – should share their knowledge and understanding of the child, and work in partnership to enable his/her success and well-being.

- All pupils are valued individuals with unique interests and strengths and should be given opportunities to reach their full potential educationally, emotionally and physically.
- The school's allocation of resources for S.E.N. should reflect the various levels of need experienced by pupils.
- The school should seek to overcome any barriers to learning which may impinge upon a child's progress and well-being.

Aims and Objectives of the Policy

- To clearly define entitlement for pupils with S.E.N.
- To outline procedures within the school for those pupils whose needs have been identified.
- To enable early identification of pupils who may have S.E.N. A parent/Carer, member of school staff or an outside agency, is able to indicate a concern and seek to ensure S.E.N. provision for a particular child.
- To raise the profile of S.E.N. provision/practice through Whole School Policy, thus promoting a fully inclusive school, where each child is enabled to reach his/her full potential.
- To effectively monitor the progress, and access to the curriculum, of pupils with S.E.N.
- To promote and maintain effective communication between all those involved with pupils.

Roles and Responsibilities for Special Educational Needs

The Special Educational Needs Co-ordinator can be contacted at Elmhurst by appointment with the School Secretary.

There are several teaching assistants, within the school, with specific designation for special needs, but all teaching staff and teaching assistants play an important role in implementing an inclusive whole school policy.

The SENCO is Jane Nash, who is also an assistant head teacher and a member of the leadership team. All teachers support children with SEN and the leadership team take an active role in identifying, supporting and monitoring children with SEN in their designated year groups.

The Role of the SENCO:

- To be responsible for the day-to-day operation of the Inclusion Policy, and promote a positive image for pupils with S.E.N. within the school.
- To maintain the S.E.N. Register and oversee the records of all children with S.E.N.
- To monitor and co-ordinate provision for pupils with S.E.N.
- To liaise with, advise, and support, both staff and pupils.
- To contribute to in-service training for all staff, and to identify training needs.

- To liaise with parents/carers, involving them in supporting their children, and ensuring understanding of the S.E.N. Policy.
- To liaise with external agencies including the Educational Psychology Service, other support agencies and L.E.A Officers and facilitate their work within the school.
- To work closely, and collaboratively, with the E.A.L./Literacy and Assessment Co-ordinators to promote Inclusion, and provide a more stream-lined system for assessing and meeting the specific needs of pupils.
- To liaise with curriculum co-ordinators regarding the attainment, assessment and progress of pupils with S.E.N.
- To observe and assess pupils, in order to provide regular feedback to all teachers, and parents/carers, about each pupil's achievements and experiences.
- To ensure that the outcomes of such assessment inform future planning for a pupils learning.
- To attend cluster meetings and disseminate information to staff.
- To liaise with the S.E.N. Inclusion Link Governor.
- To liaise with the the relevant leadership team member with regard to mid-phase admission assessment.
- To liaise with each Class Teacher s to plan and write targets where appropriate.
- To arrange and chair annual, and interim Review Meetings.
- To link with feeder and host schools, to ensure smooth Transition, and liaise with schools about mid-phase admissions, if appropriate.
- To line manage Teaching assistants and co-ordinate their timetables, and offer advice on Curricular issues, alongside the Class Teacher.
- To co-ordinate the review of the Inclusion Policy for S.E.N. procedure and practice in line with The Code of Practice and Government legislation and borough guidelines.
- To keep the leadership team fully informed of particular concerns regarding S.E.N. Issues.
- To consult with the Head Teacher with regard to allocation and use of the Budget for S.E.N.

The Role of the Class Teacher:

Class teachers are responsible for:

- Identification of a concern regarding a particular pupil.
- Planning: individually, and with another adult, for the differentiation of Classroom management/activities and tasks.
- Devising targets to meet the needs of the child.
- Provision of guidance and lesson planning with support staff.
- Assessment and record-keeping to demonstrate progress and attainment/learning outcomes.

The views of Parents and Pupils should be taken into account throughout the process.

In fulfilling these duties, staff should be supported by the S.E.N. Co-ordinator, colleagues who have curriculum leadership responsibilities and, in some cases, by visiting advisors from the support services.

Staff should also seek to ensure that each child has full access to the curriculum, and is included in all aspects of Teaching and Learning.

The Role of Teaching assistants:

The role of TA in is seen as a valued and vital one in our school. Teaching assistants are supported in their role by all teaching staff. They are line-managed by the S.E.N. Co-ordinator, who provides direct support and access to training.

The TA. should work with the class teacher to facilitate all pupils having, **full access to the curriculum including the use of Information and Communications Technology.** Teaching assistants are involved in planning and in formulating individual targets.

TAs should be encouraged to show initiative. For example, when specialists model particular therapies or lessons, the TA will deliver them and share new knowledge with the S.E.N. Co-ordinator, Class Teachers and fellow Teaching Assistants

TAs are encouraged to familiarise themselves with available resources, and also to engage in making additional resources for the school.

Pupils are encouraged to become Independent Learners and Emphasis is placed upon Inclusion.

The work of teaching assistants should be supportive and enabling, but should not create dependence. Teaching assistants are used flexibly to support groups and individuals.

Identification, Assessment, and Review:

An Expression of concern, about pupil progress, may be made by the Parent, Teacher, or any professional who works with the pupil.

The class teacher will:

- Gather information about the pupil
- Make an initial assessment of the pupil's needs
- Discuss issues with the pupil and parent/carer
- Set two or three group targets
- Provide differentiated work
- Inform the S.E.N. Co-ordinator
- Monitor pupil progress and feed back to the S.E.N. Co-ordinator

- The form called 'School support' should be completed, work differentiated, and progress monitored.
- Once a concern has been raised, a staged approach to identification, and assessment of an Individual's needs, may begin.

A Graduated Approach to SEN support

'ASSESS, PLAN, DO, REVIEW'

SCHOOL SUPPORT

At Review:

Progress may still not be considered adequate. A decision may be made to implement **additional** or **different** strategies. A need for early intervention with the support of 'catch up' tuition and individual targets may be agreed.

The Class Teacher and the S.E.N. Co-ordinator will work together to:

- Gather evidence about the needs of the pupil
- Inform the parent/carer of targets and progress
- Involve the pupil in Target-setting and Review
- Plan intervention and/or individual targets
- Set a date for further Review
- Monitor progress/achievement of targets.

At Review:

Progress may be considered inadequate, and a need for more detailed advice and strategies identified.

Where appropriate:

- The S.E.N. Co-ordinator will make a Referral to the relevant external agency
- The S.E.N. Co-ordinator will work closely with the class teacher and external agencies.
- The S.E.N. Co-ordinator will refer to the Educational Psychologist, if thought necessary, and inform him/her of the pupil's need.
- The pupil will have an I.E.P. and Progress assessed and monitored, by all concerned, at Review.

All evidence collected will be reviewed, and additional evidence requested, as required.

The views of parents/carers and pupils will be sought throughout.

In some complex/severe cases an application may be made for Exceptional Resource Funding.

A decision may be made not to seek Formal Assessment but for a pupil to remain at School Support , with additional Resources/Provision.

If, following a review, and in consultation with the Educational Psychologist and Parents/Carers, it is felt that the pupil requires a formal assessment by the Local Educational Authority, an S.A.I. form will be completed. The L.E.A. will seek Educational Advice from all those involved with the pupil.

- The S.E.N. Co-ordinator will prepare Advice, alongside the class teacher, for external assessment by the L.E.A.
- Reports from the Educational Psychologist and parents/carers will be submitted.
- Reports will be sought from all agencies involved with the pupil.
- The pupil will continue to have an updated I.E.P.

The L.E.A. may decide to issue an Education and Health Care Plan

The S.E.N. Co-ordinator will:

- Hold an initial planning meeting and co-ordinate provision for the pupil, based on specifications written in the Statement.
- Formulate an I.E.P. and set a date for the next Review.
- Support the Class Teacher and TA in planning for the child's learning
- Liaise with external support agencies as appropriate.
- Monitor progress on a regular basis.
- Set a date for, and co-ordinate reports for the annual review, to which parents/carers, and all professionals involved in the pupil's education, will be invited.

Record Keeping

We recognise the need to keep records updated, and to assess and monitor, to ensure that each pupil's needs are met.

Records for a pupil with S.E.N. include:

- Observation notes, which show progress made, and inform future planning
- Termly assessment
- Test results e.g. End of Key Stage S.A.T's.
- Observation of learning styles and behaviour patterns
- Reports submitted by external agencies
- BSquared sheets used to break down progress in the Plevels where appropriate. When the child has progressed from P levels they will be assessed according the school's assessment policy.

Storage of Records:

- Copies of recent information, including progress records and relevant forms, are kept in the Classroom in the Class S.E.N. Folder.
- Individual plans and targets should also be included in each Class Teacher's Planning Folder.
- TAs keep records of their support work with a particular pupil.
- The S.E.N. Register is held by the S.E.N. Co-ordinator, together with the most recent progress record. pertaining to each child.

Supporting Pupils and Families

We recognise that parents and carers have a vital role to play in supporting their children's education. Their views, alongside those of their children are actively sought within the school. Parents/carers who have concerns are encouraged to discuss their child's progress with the class teacher or SENCO.

Parents are encouraged to volunteer in school and receive regular communication from the school, which is translated into home languages where appropriate. Interpreters can be arranged where needed.

- We will guide parents towards the local authority offer and provide a link directly to the school's statutory requirement to provide an SEN Information Report, which is published on our school website
- We will keep the parents informed of links with other agencies that support parents and families.
- Our admission arrangements are published on our website
- Access arrangements are provided for pupils with SEN in advance of any tests or SATS
- Transition arrangements are made between year groups and the SENCO arranges meetings with class teachers and with new school's and a transition plan is made including visits.

Supporting pupils with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEN and may have an EHC Plan which brings together their needs.
- All staff will be trained to support children in their class with medical needs, this may include use of EPI Pen, epilepsy etc.

- The school nurse will be consulted if there are any concerns, as well as any other relevant health care professional, who will also provide training where appropriate.

Monitoring

- The SENCO will track the progress of pupil's with SEN through regular tracking meetings with teachers, parents and the leadership team. Provision and support for children with SEN will be carefully monitored by the leadership team.
- The link governor for SEN will attend meetings with the SENCO termly to monitor the provision for children with SEN.
- Parents will be involved in reviews and meeting in which to discuss progress and quality of provision.

Pupils', and Parents'/Carers' Views will be documented, and attempts will be made to identify each pupil's preferred Learning Style.

Review information will inform Monitoring of the effectiveness of Learning Programmes and Target Setting.

Annual reviews involving parents, teachers, S.E.N. Co-ordinator and appropriate external agencies, will be held to enable the Local Educational Authority to continue to monitor the progress of pupils with Statements or Exceptional Resource Funding.

Pupil Participation

The school recognises that it is good practice for pupils to express their opinion and to have input into their education. Pupils are involved in the target setting and review processes, wherever possible.

Transition Arrangements

The S.E.N. Co-ordinator liaises with the School Nursery Staff, before each new Intake, to ensure that Provision within the school is adequate to meet the needs of the children. Where necessary, identified pupils are acquainted with their future Reception Class prior to admission. The teachers in the Foundation Stage liaise on a regular basis, in order to identify, and accommodate the individual needs of each child.

All pupils in Year 5, who are supported by a Statement, will have their Transitional Review meeting arranged in the summer term.

For Year 6 pupils, the S.E.N. Co-ordinator liaises with the staff of the various secondary schools and invites staff to attend the annual review meeting.

Where appropriate, particular pupils have Transition Programmes to facilitate their transfer. These involve extra visits and familiarisation with staff.

Staff Development and Training

- The school endeavours to promote Inclusion by raising the awareness of good inclusive practices and providing appropriate I.N.S.E.T. delivered either by the S.E.N. Co-ordinator or by Advisory Staff from Outside Agencies.
- Individual teachers and support staff will be sent on relevant courses.
- All new staff receive induction which highlights SEN and child protection procedures.
- The SENCO regularly attends network meetings.
- Regular weekly meetings are held with the Support staff and SENCO in order to discuss progress, needs and keep abreast of new information and training needs.

Storing and Managing Information

All records are kept in a locked filing cabinet in the SENCO's office. Information can be requested by parents and by new schools and the SENCO will ensure that this happens. Confidentiality will be respected.

Review of Policy

This policy is agreed by governors and will be reviewed annually. The next Review will be due in July 2018.

Links with other policies

Please refer to our other policies:

Equalities

Accessibility

Anti- bullying

Safeguarding

Also our SEN report and Local Offer for SEN, which are on our website.

Jane Nash
(AHT Inclusion/SENCO)

