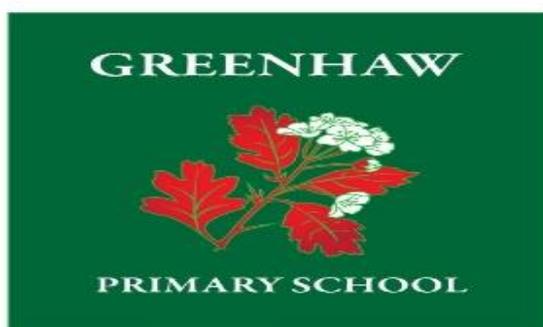


Greenhaw Primary and Nursery School



SEN Inclusion Policy

2019

SPECIAL EDUCATIONAL NEEDS/INCLUSION POLICY

Greenhaw Primary & Nursery School

INTRODUCTION

This policy was developed in accordance with EA CASS guidelines on Code of Practice and SENDO and has been approved and agreed by our staff and Board of Governors.

It reflects and guides current practices in Greenhaw Primary School and Nursery School for children with Special Educational Needs/disabilities.

RATIONALE

In line with SENDO all staff in this school believe in an inclusive ethos and that every pupil has an entitlement to develop their full potential while being educated alongside their peers. Educational provision in this school addresses particular learning difficulties/differences/disabilities, as well as facilitating the efficient education for other pupils with whom they are educated, whilst also ensuring efficient use of resources. (Refer to appendix - summary of SENDO legislation)

We provide educational experiences which develop all pupils' achievements and recognise individuality. We value diversity and embrace it to support the learning of all.

As an inclusive school we work towards identifying and minimising the barriers to learning and provide equal opportunities for all. We provide a broad, balanced, relevant and appropriately challenging curriculum suitably differentiated to meet individual needs.

We are positive and proactive in our approach to inclusion, and to this end inclusion is part of our overall improvement strategy and included in our School Development Plan. We continually reflect on our practices and engage in self-evaluation to ensure optimum provision.

PRINCIPLES/OBJECTIVES

Greenhaw Primary and Nursery school is guided by the following principles. We aim to:

- ensure implementation of SENDO and encourage inclusive practices / procedures across all areas of school life
- engender a sense of community and belonging for all pupils
- identify barriers to learning as early as possible
- take account of each child's cultural, ethnic, linguistic and social background, gender, SEN and disability
- take reasonable steps to ensure a child's inclusion is compatible with the efficient education of other pupils
- ensure no child with a disability in this school is discriminated against/or in any way disadvantaged, victimised or treated less favourably in comparison to those who have no disability
- provide a range of SEN provision to match the range of SEN/Disability in our school
- increase the extent to which pupils who have a disability participate in the curriculum and to make reasonable adjustments
- improve how we present information to pupils who have disabilities, taking account of the specific disability and preferences expressed by the pupils/parents and use a reasonable time scale to do this
- provide classroom environments conducive to learning
- involve parents and pupils as partners
- ensure effective monitoring and recording
- collaborate internally and externally to support the pupils' education, linking with our local special school where necessary
- set suitable learning challenges and provide appropriate teaching strategies
- safeguard the interests of all pupils
- develop pupils' full potential socially, emotionally, intellectually and physically
- develop pupils' knowledge, skills, understanding and abilities as well as personalities.

The Board of Governors is responsible for the implementation of SENDO and of this policy.

Each class teacher is responsible for meeting the needs of pupils in their class.

Advice and support can be sought from the SENCO.

Details of SENCo's duties are attached in appendix.

Teachers to present materials and activities that are appropriate to the pupil's age, maturity, learning difference/disability.

Teachers to modify tasks where necessary.

Teachers to identify aspects of learning that may present specific difficulties and adapt these as necessary, providing appropriate time for pupils to complete the tasks satisfactorily.

Teachers to use additional materials, a range of strategies and resources suited to different learning styles and include use of ICT, adaptive technologies and access devices to assist learning where necessary.

We seek to ensure positive relationships among everyone and to safeguard self-esteem and self confidence of every pupil. We also aim to promote understanding and sympathy of difference in others.

We give every pupil the opportunity to experience and celebrate success.

We encourage pupil involvement in their own learning (see Teaching and Learning policy) and responsibility for their own actions (See Behaviour Management Policy)

IDENTIFICATION/ASSESSMENT

All staff in Greenhaw is responsible for the early identification of pupils with SEN using their own observations, experience, professional judgement and testing as well as information collated from parents, previous teachers, external agencies etc. As well as checklists, weekly tests, topic tests etc the school, has in place a system of annual standardised testing (See Assessment and Recording Policy).

These Test results are collated annually into SIMS. Test results and Pupil Profiles are analysed by class teachers and SENCo to identify pupils whose performance may be inconsistent or low. Further diagnostic tests may be administered. Pupils may then be placed on SEN register after thorough analysis, consultations with parents, other teachers, and own class teachers' observations so that appropriate provision can be put in

place. As soon as a pupil is identified as having a SEN the parents are invited into school to discuss the child's needs with the teacher and an initial record of concern is completed and given to the SENCo. Other pupils whose performance is borderline are highlighted so that their progress can also be monitored. SENCo meets once per term with class teachers to monitor pupils' progress.

The SEN register is reviewed regularly by SENCo and class teachers and pupils moved between the stages and on/off register as appropriate.

MONITORING RECORD KEEPING AND EVALUATING PROGRESS

Greenhaw has a comprehensive system for monitoring SEN provision, accessibility and pupil progress.

BOARD OF GOVERNORS

The Board of Governors has overall responsibility for monitoring SEN and the implementation of SENDO and they have a representative who has undergone training in this area. They will liaise with the EA and ensure recommendations for accessibility to school premises are put in place.

PRINCIPAL

The principal reports regularly to the Board of Governors on issues pertaining to SEN/disability and the Board of Governors include a section specifically relating to this in their annual report in accordance with statutory requirements.

The principal has responsibility for monitoring the application and success of this policy and the effectiveness of current provision through eg meeting regularly with the SENCo, monitoring teachers' planners for differentiation, examining evidence of pupils' work; talking to pupils; talking to classroom assistants; ensuring all staff have adequate training and are fully aware of the implications of SENDO; devoting staff meetings/exceptional closures to reflect on and evaluate current practices and plan for improvement; responding to parents/pupils opinions.

SENCo

The SENCo has a comprehensive monitoring system in place to ensure the following:

- appropriate identification
- appropriate record keeping,
- appropriate inclusive provision planned for
- appropriate teaching and learning strategies are used
- appropriate involvement by pupils/parents/outside agencies
- appropriate testing
- appropriate resourcing including adaptive technology
- effective use of classroom assistants
- effective inclusion in all areas of school life.

The SENCo meets termly with class teachers to monitor the progress of pupils on the SEN register or pupils who have been highlighted for possible inclusion on the register. Targets on education plans are monitored for progression and evidence of the pupils' work is examined and attached to reviewed education plans.

The involvement of parents and pupils in the education plan is monitored and class teacher records are also checked. The availability and effectiveness of resources are also discussed.

Annually the SENCo/class teacher monitors pupil profiles to identify children for inclusion on the register and to monitor the progress of those who are on the register. The effectiveness of current testing procedures is also monitored annually. Provision for statemented children is reviewed annually in the statutory annual review process and provision amended as required.

CLASS TEACHER

The class teacher is responsible for monitoring the progress of all pupils in their class including the pupil on the SEN register. He/she liaises

closely with the SENCo to ensure appropriate provision. Differentiated provision is provided at stage 1 and education plans at stages 2-5.

Where appropriate, recommendations from educational psychology reports and statements of educational needs and reports from other agencies are used to guide target setting. On occasion, teachers are encouraged to employ a comprehensive baseline to identify the pupil's needs so that targets are appropriate to meet the pupil's needs.

One IEP per term is drawn up in consultation with the pupil and the parents and parental and pupil input is made clear. An agreed format for writing EP's is used. EP's are evaluated with pupils and parents at the end of each term. The class teacher provides SENCo with a copy of the reviewed EP.

The class teacher monitors the pupil's progress using regular checklists, formative assessment, class tests, end of year tests. The class teacher, with support from the SENCo and principal monitors the involvement of classroom assistants to ensure optimum support for the pupils with SEN/disability.

Systems are in place to ensure the smooth transfer of pupils with SEN/disability to other schools, both primary and post primary. Copies of appropriate and relevant reports are sent and where possible the SENCo/class teacher will communicate with the SENCo/class teacher of the receiving school. Written permission is always sought from the parents of pupils with SEN before any information is forwarded.

Every June the SENCO meets with the SENCO, class teacher or year head of the post primary schools, in some cases the classroom assistant is also present at that meeting. A record is kept of the information that has been transferred.

PROVISION, MANAGEMENT AND REVIEW

In line with SENDO this school ensures that every pupil can access all aspects of school life and provision. The school will be directed by the EA in planning accessibility to the school building.

The school offers a continuum of provision to meet the diversity of pupils needs.

Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class for literacy/numeracy.

Work is differentiated in all other areas and teachers take into account different learning styles, using a range of strategies including ICT to support provision.

Classroom assistants are provided where recommended by EA Special Education Department in children's statements and are fully involved in the child's target setting, provision and review.

Out of class provision is available to some pupils on the recommendations of the educational psychologist/statement in the following areas - SpLD/MLD/ EBD/Sensory Impaired hearing/visual/physical disability.

The school also facilitates therapists to work with pupils who are in wheelchairs. Systems are in place to ensure effective communication takes place between any external agencies (Occupational Therapist, Physiotherapist and the class teacher and appropriate records are kept. Therapists are welcomed to advise with teacher planning, assist with provision etc.

For those children with wheelchairs, walking frames etc, advice can be sought from the EA Health and Safety Officer. A range of extra circular activities are available at the school and so ensuring all pupils, including those with disabilities, can included (a system is in place for carrying out a risk of assessment for those pupils who may require it).

The overall provision for SEN/disability is reviewed annually and a report submitted to Board of Governors. As a result, provision is altered/amended in line with pupils' needs, current staffing, funding and resourcing.

Parents are made aware of current provision in the annual school prospectus.

LIAISON

In line with SENDO and the revised COP partnerships with parents and external agencies are encouraged. Regular meetings take place between SENCo/class teachers and SENCo/Principal. Internal arrangements are in place to facilitate this. Records of all liaisons are kept by class teacher/SENCo.

PARENTAL INVOLVEMENT

The school recognises the importance of building and maintaining good positive relations with parents as partners in their child's learning programme.

The knowledge, views and first hand experience parents have regarding their children are valued by this school for the contribution it makes to their child's education. All parents are welcome to contact the school if they have any concerns about inclusive educational provision.

Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress. The section on the IEP on involvement of parents, outlines how parents can support their child's learning at home and this is discussed with the parent termly by the class teacher.

In addition, a pupil profile report is sent home at the end of the school year. Parents are involved and consulted at every stage of the child's learning and kept fully informed of how the school is meeting their child's needs.

Parents will be involved when the school is required to undertake a risk assessment for their child and will be required to sign the appropriate documentation.

If a parent has a concern regarding provision, in the first instance they are encouraged to work in partnership with the school to try and resolve the issue. Where no resolution can be reached parents are advised of the

EA information and advice service and of the DARS (Dispute, Avoidance, Reconciliation Service). This information is publicly displayed for all parents on our parents' noticeboard. A record of all concerns is kept by the SENCo and Principal. In line with SENDO we may in certain cases request a reassessment of the SEN of one of our pupils. We will only do this after lengthy collaboration with parents.

The school will co-operate in every way in the event of an appeal to the Special Educational Needs and Disability Tribunal.

PROFESSIONAL DEVELOPMENT

The principal oversees the professional development of all teaching staff and classroom assistants.

Staff are kept fully informed about SENDO, COP, EA, regional and national initiatives. The Principal makes staff aware of the availability of training courses.

The Principal ensures that those staff who require it, have essential and necessary training e.g. safe handling (for pupils with disabilities).

The Principal ensures that those attending courses disseminate and share their knowledge with other staff in the school. Inset courses are also offered where appropriate. A record is kept of all staff training.

RESOURCES

The Board of Governors has responsibility regarding decisions on the spending of the budget allocated to Special Needs.

This is used to provide substitute cover for SENCo to be released from class to carry out SEN duties and to buy resources. A record of how the budget is spent is kept by Principal and SENCo.

Review

This policy is reviewed annually in August (at a staff meeting).

Policy evaluation focuses on how far the aims and objectives of our policy have been met; how effective inclusive provision has been; the attainment of pupils in judging value added factors; and the comments from parents, pupils and the local community.

In the light of the findings the policy is revised and amended accordingly.