

SALISBURY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY AND PRACTICE September 2016

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Introduction

The policy for SEN and Inclusion outlines the purpose, nature and management of SEN and Inclusion at Salisbury Primary School. The policy for SEN and Inclusion reflects the consensus of opinion of the whole staff. The implementation of this policy is the responsibility of all teaching staff. Fundamental to the policy are the principles of individual entitlement and equal opportunity advocated by the SEN Code of Practice 2014.

Salisbury Primary School places great importance on ensuring that the needs of **ALL** children in the school are met, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning. Salisbury Primary School's vision for SEN, and our Aims and Objectives are shown below.

Vision

We believe that educational inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment or background. At Salisbury Primary School we strive to eliminate prejudice and discrimination, developing an environment where all children can feel safe and progress.

Aims

The school aims to value each child by meeting their individual needs through the Assess, Plan, Do, Review cycle. This involves assessing the child, setting specific and attainable targets for that child, providing the support that the child needs to achieve those targets and reviewing the child's progress to inform new targets.

Objectives

Our objectives are as follows:

- to identify needs as they arise through continuous monitoring and provide a child with support as early as possible
- to ensure that all children have equal access to a broad and balanced curriculum through differentiated planning and learning tasks and the provision of suitable resources in terms of materials and adult support.
- to form partnership links with parents involving them fully in the education of their children
- to liaise with other schools, external agencies, support services and Walsall LEA as appropriate to support and meet the needs of the children at our school
- to enable pupils to gain self-confidence and develop self-esteem through differentiated lessons that enable them to achieve and progress.

Roles and Responsibilities

The Governors and Headteacher have overall responsibility for the implementation of the Inclusion Policy. On a day to day basis this responsibility is delegated to the Special Educational Needs Coordinator (SENCo), Miss. K. Merrick, who will co-ordinate and monitor the provisions for children with a Special Educational Need within our school. All teaching and non –teaching staff are involved in the development of the policy. They are also aware of school procedures for identifying, assessing and supporting pupils with SEN. The teaching staff take full responsibility for all of the children with SEN that are in their class.

Admission Arrangements

The school has an open admission policy which is in accordance with the guidance set out in the admission arrangements published by the authority. This booklet also sets out the arrangements that apply for the admission of children and young people with statements of SEN. Whilst the authority and school can make any reasonable and objective admission arrangements in the event of over subscription, these arrangements will not be used to refuse admission to a child on the grounds that the school cannot cater for their SEN. Prior to starting school, parents/carers of children with a statement of SEN or statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Accessibility

There are no specialised units or facilities within the school. The school is all on one level. We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and SEN

- A disabled toilet is located in our community room and a further facility by the junior toilets, including a shower.
- all classrooms are carpeted which would benefit hearing impaired children.

Curriculum

Schemes of work and policies are in place and are differentiated to include appropriate learning outcomes for all pupils. Differentiation takes place in a variety of forms within teacher planning. Learning objectives and milestones for each lesson are made explicit and activities adapted or planned separately to suit individual needs. Alternative methods of responding or recording may also be planned for where appropriate. Within each class teaching and learning styles are flexible, with staff encouraging the use of partner work and collaborative learning. Printed materials are adapted so that children with literacy difficulties can access them individually or with extra adult support. A scribe or computer may be used as an alternative to paper and pencil recording if the child has mobility impairments or a specific learning difficulty.

Resources

All the purchasing of resources, alterations to teaching environments and the school premises will take into account all pupils including those with disabilities. We receive resources for meeting SEN in a number of different ways;

- we receive money through our delegated budget
- we receive additional resources both financially and in specialist staff time for children with statements of SEN or EHCPs
- we can receive special grants where applicable

We then use these resources to offer different levels of additional support to the children that we have identified as having SEN. We recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is. We call this our continuum of need and match it to a continuum of support. We call this the Graduated Response. Children and young people who are further along the continuum will receive more support and those at the highest levels will receive the most support.

The school commits significant resources to meeting children's individual needs. These are managed on a day to day basis by the Headteacher and SENCo. Much of the equipment used to support children with SEN is also used within the classroom and therefore not specifically a special needs resource e.g. recording devices, computer software. We have a range of different external services regularly available to us for SEN support and these include: Advisory Teachers for SEN, Educational Psychologists, Specialist Support team staff; Education Welfare Officers and Attendance Support Workers, Behaviour Support Workers and Speech and Language Therapists. We may also call upon school health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall.

Identification, Assessment and Provision

As of September 2014 Statements are in the process of becoming Education Health and Care Plans. For this reason both Statements and EHCP's are discussed in this policy as currently they are both relevant.

Definition of Special Educational Needs

The SEND code of practice (2015) states that:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Children progress at different rates throughout their school life. This may be affected by other factors such as their health, absence from school, difficulties in their home circumstances, or other reasons such as a lack of English language if they are newly arrived in this country. These reasons alone do not mean that a child has Special Educational Needs. We consider a child to have a special educational need if their requirements differ from the provision generally made for other children in that year group.

The four categories of special needs are:

Communication and interaction: speech and language difficulties, autism.

Cognition and learning: a child who has a greater difficulty in learning than their peers. General difficulties, a child who is a slow learner, and specific learning difficulties, for example dyslexia.

Emotional and social development: a child who has emotional, behavioural or social difficulties which either prevents them from participating in a full curriculum or presents a management problem which affects the delivery of the curriculum to the child's peer group.

Sensory and/or physical needs: a child who has difficulties which could include lack of mobility, hearing loss, visual impairment, dyspraxia.

Identification

The school keeps record of all medical information for children. This record shows any physical or medical difficulties a child may have. Teachers will be aware of the progress of

individual children in their class and with help of regular observations; assessments and data analysis will be able to identify those children who need extra support and additional provision.

At Salisbury Primary School we identify SEN by;

- using information that we may receive when a child or young person transfers to the school
- considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services
- identifying where pupils have greater difficulties in learning in relation to other children of the same age
- constant monitoring of progress of individual children at regular intervals
- considering whether the pupils rate of progress is in line with the progress of other children of the same age using the school tracking system
- listening to what children and young people and their parents/carers tell us
- conducting our own more in depth assessment of learning and behaviour and seeking further views through consultations with other external educational professional's e.g. educational psychologists, advisory teachers etc.

Based on the school's observations and assessment data, and following a period of Initial Monitoring where provisions are put into place, carried out and reviewed, a child may be entered on the SEN register and recorded as needing either;

- Additional support through School Action provision
- Additional support through School Action Plus provision

Inclusion Partnership Meetings

Each term the school focus team meets to discuss priority pupils. The team consists of the schools Headteacher, Behaviour Co-ordinator, Parental Support Advisor and SENCo, and members of relevant external services.

Initial Monitoring

If staff have a concern about a child's progress there will be a meeting between the SENCo and class teacher where specific targets will be set and interventions will be planned for the child. These will be put into place and monitored for half a term. The targets are then

reviewed. In order to make progress a child may only require differentiation of plans for the whole class. This may involve modifying learning objectives, teaching styles and access strategies. When the child is assessed as showing considerable improvement and the attainment gap is between themselves and their peers is closed, the class teacher will judge the support to have been successful and finish the plan. However, if adequate progress is not made, provision at School Support needs to be considered.

School Support

Children are placed at School Support if their needs are considered to need more support than that received by other children on a daily basis in order for them to access the curriculum fully, or if they require support for a longer period of time. Their name will be entered on to the school's SEN register. The class teacher will gather information and devise interventions that are additional to or different from those already provided. These will be recorded on a Target Plan. Where needs are similar, children will be supported within a group, focusing on their common needs. In some instances the group may be supported by a learning support assistant. The Target Plan will be reviewed every 6-8 weeks. The class teacher will take the lead in the review process, consulting parents about any further action. Following at least two reviews at School Action and close monitoring, the class teacher, in consultation with the SENCo and parents will decide if the child has improved sufficiently to be removed from School Support.

Children who are on the SEN register at School Support may also require additional specialist equipment or regular advice or visits from a specialist service. They can offer advice to school about targets and strategies, undertake specialised assessment or work directly with the child. The specialist services will generally contribute to the planning, monitoring and reviewing of the child's progress.

Statutory Assessment

For a child who is not making adequate progress, despite a period of intensive support at School Action Plus, the school, in agreement with parents/carers and other professionals, may consider requesting the LEA to make a statutory assessment to determine whether it is necessary to make a Statement of Special Educational Needs or from September 2014 an EHCP (Education Health and Care Plan). The school is required to submit evidence to the LEA whose moderation of assessments panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school or very specialist provision is needed. The judgement will be made using the LEA's current

guidelines for making a statutory assessment. Planning, provision, monitoring and review processes will continue as before whilst awaiting the outcome of the request.

Statement of Special Educational Needs/EHCP

A child who has a Statement of Special Educational Needs or EHCP will continue to have the same provision as School Action Plus along with additional support that is provided using the funds available through the statement or EHCP. Reviews will be held termly with the parents/carers to inform progress but there will also be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made to the statement or funding arrangements.

Record keeping

SEN register

The school has a SEN register. Special needs procedures can be implemented at any time during the year. The SEN register is regularly updated and the codes below are used to indicate provision type and type of SEN.

Provision Type

N - No Special Educational Need

K – School Support

S Statement

Type of SEN

SPLD - **S**Pecific **L**earning **D**ifficulties

BESD - **B**ehaviour, **E**motional and **S**ocial **D**ifficulties

MSI - **M**ulti –**S**ensory Impairment

MLD - **M**ild **L**earning **D**ifficulty

SLCN - **S**peech, **L**anguage and **C**ommunication **N**eeds

PD - **P**hysical **D**isability

SLD - **S**evere **L**earning **D**ifficulty

HI - **H**earing **I**mpairment

ASD - **A**utistic **S**pectrum **D**isorder

PMLD - **P**rofound and **M**ultiple **L**earning **D**ifficulty

VI - **V**isual **I**mpairment

OTH - **O**THER **D**ifficulty/**D**isability

Equal Opportunities

At our school we teach all subjects to all children, whatever their ability and individual needs. This is in line with the school's policy of providing a broad and balanced education to all children. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with learning English as an additional language.

We make reasonable adjustments for those pupils with additional needs to ensure that they are all able to access the curriculum by the delivery of appropriate teaching activities and methods of recording.

At Salisbury Primary School we expect all of our pupils to have access to all parts of the curriculum, and we will make reasonable adjustments for those with additional needs. Occasionally, with the agreement of both the child and parents/carers it may be necessary to vary part of the normal curriculum to accommodate any therapy treatments or Speech and Language work. We try to make all trips and outside activities inclusive by planning in advance and using accessible places. Learning Support Assistants are provided for individual children as required.

Monitoring provision

We regularly monitor the progress of all of our pupils. We set targets for improvement for all of the children. In addition, whole school monitoring and evaluation, through observations and sampling of work, are undertaken. The SENCo meets with the SEN Governor to discuss inclusion and current SEN concerns. The Headteacher reports to the Governing Body on any school developments in relation to inclusion and will ensure the Governors are kept up to date with any legislative or local policy changes, who in turn report to parents/carers through the Governors Annual Report. The report also includes information required by the Disability Discrimination Act. External monitoring of the school's provision and arrangements is provided by the Authority and the OFSTED Inspection process.

Involving parents/carers

It is important that parents/carers are involved at all stages of a child's education and work together with the school to support the pupil. All parents/carers will be notified of any SEN concerns and given information about the local parent partnership service prior to placing their child on the SEN register. The child's Individual Education Plan will include targets to

work towards at home and materials for supporting learning at home will be discussed and distributed on request. In addition consultation evenings provide regular opportunities to discuss concerns and progress. Other appointments can be made on request. We also involve and inform parents/ carers by

- telephone
- review meetings
- open door policy
- home school agreement
- providing appropriate training
- making time and staff available to attend outside agency meetings
- making information available regarding support agencies

Staff Training

Meeting additional needs and Inclusion issues are targeted each year through the School Development Plan. In house training is provided as necessary through staff meetings and Directed Time by the SENCo or outside agency support. All staff have access to in-service training and individual professional development.

Sharing Good Practice

As a school we are part of a Walsall wide education community. We meet together at regular intervals and share good practice. There is a special Walsall wide network for SENCO's/Inclusion Managers which allow professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the foreseeable future. We also work closely with neighbouring schools within our area, involving staff and pupils, in different activities. We support the transition of children between schools through planning, transferring of records and opportunities for visits and meeting staff. The SENCo of the receiving school is also invited to the child's final review meeting.

Procedure for complaints

If a parent/carer wished to complain about the provision or the policy, they should in the first instance, raise it with the SENCo either via the telephone or a meeting, who will try to resolve the situation. If the issue cannot be resolved a meeting may be set up between the Headteacher and parent to discuss the complaint. Any issues that remain unresolved at this stage will be managed according to the schools complaints policy.