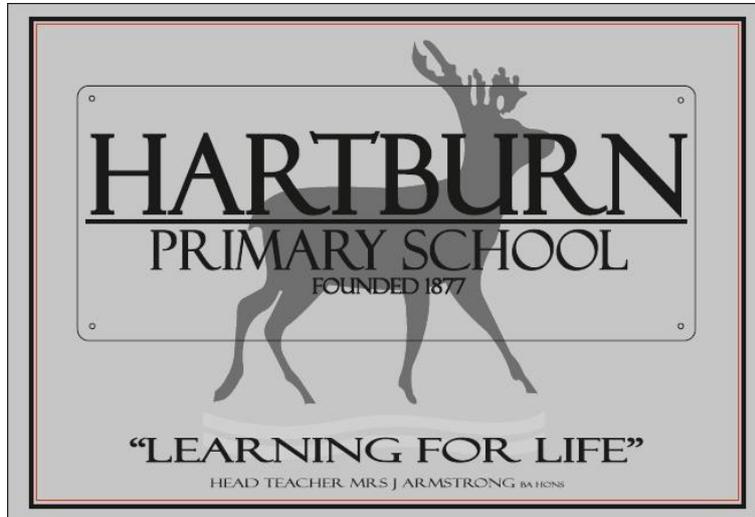


# Inclusion and Special Educational Needs Policy



**April 2017**

Head Teacher	Mrs. J. Armstrong
Special Educational Needs Coordinator	Mrs. S. Hawes
Designated Governor	Mrs. K. Steven

School staff were consulted on this document and it was accepted	20 <sup>th</sup> March 2017
Approved and ratified by the Governing Body	3 <sup>rd</sup> April 2017
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## 1. INTRODUCTION

Hartburn Primary School values the abilities and achievements of all our pupils. We are an inclusive school and actively seek to remove barriers to learning and participation. We strive to provide the best learning environment for all our pupils.

The school provides a broad and balanced curriculum which celebrates the achievements of all. Teachers build on positive aspects of the child's learning and we promote the development of any child emotionally and socially.

High quality teaching staff and differentiated teaching and learning ensures that each child has the opportunity to fulfil their potential. However, additional support is provided for those children who may need extra help to do so.

At Hartburn Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice.

## 2. WHAT ARE SPECIAL EDUCATIONAL NEEDS?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

The four areas of Special Educational Needs as outlined in the Code are:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and or Physical Needs** – this includes children with sensory, multi-sensory and physical difficulties.

The school recognises that pupils at school with medical conditions should be properly supported and 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 special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. (See separate Medical Policy for further guidance)

This SEN policy details how we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **3. AIMS AND OBJECTIVES**

In providing for those pupils defined as having Special Educational Needs (SEN) at Hartburn Primary School we seek:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **4. EQUAL OPPORTUNITIES AND INCLUSION**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

## 5. IDENTIFICATION, ASSESSMENT AND PROVISION

To help us identify a child with SEND, we use a range of information including pupil assessment, observation, tracking of progress, views of parents, the voice of the child and advice from professionals to determine if they have a special educational need or disability. We assess each child's skills and attainment when they join the school, as well as talking to their parent/carer to build a picture of their strengths and needs. If a child transfers from another school or setting, we also gather information from them and from any other service involved with the pupil.

Teachers regularly assess children's progress and record it using Stockton's recommended assessment tools. At the end of each term, teachers assess levels of attainment and enter them into the school's tracking system. This, along with discussions between the Assessment Leader and class teacher, is used to help identify pupils who may have SEN. There may also be occasions where the class teacher feels that a child within their class may have specific needs (learning or behavioural) from observations and will seek further guidance from the SENCo. If high quality teaching and differentiated tasks are not helping a child to achieve their potential, and we feel a child may have SEND, we will discuss this with their parent/carer and, with their agreement, record them on the school's register of SEND. The school will follow the recommended cycle of 'Assess, Plan, Do, Review' to meet the child's needs and support them to achieve their full potential. This may require further assessment or advice from external services.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

## 6. ROLES AND RESPONSIBILITIES

### Role of the SENCo

The SEN Co-ordinator is Mrs Hawes. The SENCO, with the Head Teacher, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCo takes day-to-day responsibility for the operation of the SEN policy and co-ordinates the provision for individual children, working closely with staff, parents and carers and other agencies. The SENCo meets regularly with all staff through team meetings and provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with SEN.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo collaborates with curriculum leaders so that the learning for all children is given equal priority.

The principle responsibilities of the SENCo include:

- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.

- Liaising with local secondary schools (through the Year 6 teachers) so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.

#### Role of the Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Head Teacher will keep the Governing Body fully informed on SEN issues. The Head Teacher will work closely with the SEN Co-ordinator/SEN team.

#### Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body. The Governor with responsibility for SEN monitors the school's work on behalf of the children with SEN.

#### Staff Development

Staff regularly discuss Special Educational Needs issues and are continually increasing and updating their expertise and knowledge through In-Service Training. The SENCo is responsible for planning the In-Service training of staff. SEN provision is an integral part of the School Development Plan.

## **7. MONITORING CHILDREN'S PROGRESS**

At Hartburn Primary School, the system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

#### Pre-SEN Category: Cause for Concern

In order to meet the needs of individual children and gain additional support from other agencies, it is necessary for the class teacher to monitor the progress of the pupil closely in the first instance, before providing a range of intervention strategies and support to meet the needs of the child. This may be in liaison with the SENCo.

The parents should be kept informed of the teacher's concerns and be encouraged to contribute their knowledge and understanding of the child and raise any concerns they may have. Details of observations, knowledge of a child's strengths and weaknesses, intervention strategies used and concerns expressed are recorded. Using this evidence, the class teacher may come to feel that the strategies in use are not resulting in the child learning as effectively as possible. In these circumstances, the SENCo should then be fully informed. The starting point will be a review of the strategies used and the way these might be developed. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the class.

Consideration should then be given to helping the pupil through SEN Support. The child's name will be placed on the school's SEND Register. At this point, the school has a duty to inform the child's parents that special educational provision is being sought for the child because the child may have SEN.

## 8. PROGRESS

The principle test of the need for action is evidence that current rates of progress are inadequate. Where progress is not adequate, it is necessary to take some additional, or different, action to help the pupil learn more effectively. Whatever the level of pupils' difficulties, the main test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways; it might for instance be progress that:

- closes the attainment gap between the child and the peer group
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of the peer group
- matches, or better, the child's previous progress
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour.

### SEN Support

When a class teacher or the SENCO identifies a child with SEN, the class teacher should provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through SEN Support could be the teacher's or other's concerns. This must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- makes little progress even when the teaching approaches are targeted to areas of weakness
- shows signs of difficulty in developing literacy and mathematical skills, which result in poor attainment in some curriculum areas
- presents persistent, emotional or behavioural difficulties that are not improved by the school's behaviour management techniques
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

If a child's class teacher, in consultation with the parents, concludes the child might need further support to make progress:

- the teacher should seek help from the SENCO
- the teacher, together with the SENCO, considers the reasons for concern, referring to any information already in school
- additional information is sought from the parents
- the school liaises with other agencies, for example, Health or Social Services, Behaviour Support Service or Educational Psychologist if they are involved with the child

The SENCO should take a lead in:

- planning future support for the child in discussion with colleagues
- monitoring and reviewing subsequently the action taken

The class teacher remains responsible for:

- working with the child on a daily basis
- planning and delivering a Support Plan
- consulting with parents, keeping them informed of the action taken to help their child, and the outcome of this action
- the information collected about the child and details of extra help given should be incorporated in the child's records.

Reasons for a child being added to the SEN register may include the fact that he/she:

- 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 English or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

#### The nature of intervention

All pupils access all areas of the school curriculum. However, the delivery of the curriculum is differentiated to meet the needs of all pupils within a class including those with SEND. The SENCo and the class teacher should decide on the action needed to help the child to make progress, consulting the Head Teacher if extra resources are required. External agencies may be approached to undertake assessments for children at this stage. Assessments are used to inform target setting and provision of appropriate programmes of work.

#### Intervention strategies could include:

- deployment of extra staff to enable one-to-one or small group tuition (this will depend on the financial resources and staff availability)
- provision of different learning materials or special resources/equipment
- staff development and training
- SENCO/Class teacher time spent on devising the nature of planned intervention
- One-off or occasional advice from the LA
- Class teachers and teaching assistants delivering targeted interventions for children with SEND.

The impact of any interventions strategies should be closely monitored by the class teachers or teaching assistants who deliver the intervention and the SENCo.

After initial discussions with the SENCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and/or SENCo to discuss individual learning targets and progress with the SENCo on a regular basis.

The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **9. SUPPORT PLANS**

All children registered as 'SEN Support' are entitled to a Support Plan. It is the responsibility of the child's class teacher to draw up and review the plan at this stage and to follow the recommended cycle of 'Assess, Plan, Do, Review'. (*Appendix A*)

Strategies employed to enable the child to make progress should include information about the short-term targets set for the child, the teaching strategies to be used, and the provision to be put in place, the review date, success and/or exit criteria, and outcomes (recorded at the review). The Support Plan should record only what is different from, or additional to, the differentiated curriculum. It should be written crisply and focus on three or four targets that match the child's needs and that are measurable.

### Support Plan Reviews

Support Plan review meetings are held between parents, teachers and other staff working with the individual child at least twice a year. Opportunities are given during these meetings to review and set new targets. We ensure targets are SMART (specific, measurable and achievable)

Before the meeting takes place, teachers and pupils meet to discuss what progress has been made and to give targeted feedback about what the individual child can do well and what they need to do to improve and achieve their next targets. The Teacher/Pupil review also gives the child the opportunity to talk about their learning, relaying any worries they have and to put forward their own thoughts of what could help further to ensure progress has been made. Children's individual targets are reviewed regularly by key staff as part of the ongoing classroom assessment and tracking process. When a target has been achieved a new target is set. The time taken to achieve a target will depend on the child and the target. In line with whole school assessment procedures, the attainment and progress of children with SEND will be tracked by class teachers and the leadership team.

## **10. WORKING WITH OUTSIDE AGENCIES**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

Outside agencies may become involved if the child:

- 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 English and mathematical skills. Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- 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.
- Despite having received intervention, the child continues to fall behind the level of his peers.

## **11. PARTNERSHIP WITH PARENTS**

At Hartburn Primary School, we endeavour to work in partnership with parents/carers, children and partner agencies to ensure that all children fulfil their potential.

The partnership between parents of children with special educational needs and the school is crucial. Parents need to be involved during the early stages of the identification of the child's learning needs. The staff will use the parent's knowledge and skills to build up a successful learning programme. This two-way process will aid the parents in their understanding of how they can best support their child. The main aim of the staff at the school is to achieve the most effective provision for the child and the partnership with parents needs to be open and confident for this to be possible. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs and a link to a presentation which includes the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCo by contacting the school and parents and children have access to the School's Website which has a dedicated section to Special Educational Needs.

## **12. EDUCATION HEALTH CARE PLANS**

The Special Educational Needs of the majority of the children in Hartburn Primary School should be met effectively through SEN Support. However, where a child still continues to make limited progress and/or concerns heighten, the school may apply for an Education Health Care Plan (EHCP). EHCPs replaced Statements of SEN under the implementation of the new 2014 Code of Practice. EHCPs seek to take a multi-disciplinary approach to a child's individual needs. Children and young people with SEN need integrated services - well coordinated, coherent support across education, health and social care which helps them achieve their agreed outcomes. The LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and the action taken to deal with these needs.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether an Education Health Care Plan is necessary. In the meantime – and whilst any assessment is being made – the child should be supported through SEN Support.

### Annual Reviews

All EHCPs must be reviewed at least annually when parents, the LA, the school and other professionals involved, consider the progress made in the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The purposes of the review are:

- to assess the child's progress towards meeting the objectives specified in the EHCP
- in the case of the first annual review, to assess the child's progress towards their targets in the IEP
- to review the special provision made for the child
- to consider the appropriateness of the EHCP in the light of the child's performance
- to consider if the EHCP is to be maintained.

### Annual Review Procedures

At Hartburn Primary School the Head teacher has delegated responsibility for the administration of Annual Reviews to the SENCo. The LA notifies the school at the start of each term with a list of those pupils whom will require an Annual Review that term.

The SENCo seeks written advice from:

- the child's parents
- anyone specified by the Authority
- anyone else the SENCo considers appropriate.

The SENCo circulates a copy of all advice received to those invited to the meeting, at least two weeks in advance

The school's advice should contain commentary on:

- the child's progress towards meeting the objectives in the EHCP
- progress towards short-term targets
- the application of the National Curriculum and levels they are achieving, noting progress made
- the progress in behaviour and attitude towards learning
- the continued appropriateness of the EHCP

The SENCo provides the LA with a report following each annual review.

#### Annual Review Meeting

The review meeting will normally be arranged in the school and should be chaired by the SENCo. The SENCo will convene the meeting, inviting the child's parents/carer (parents should be encouraged to attend and contribute their views), a relevant teacher, teaching assistants, the SENCo, at times a representative of the LA SEN team, and any other person whom the SENCo thinks appropriate (for example agencies, Educational Psychologist).

Wherever possible, the child (especially if an older pupil) should be involved, attending part of the review as appropriate. After the annual review, the SENCo should prepare a report and submit it to the LA

Agenda items should consider:

- whether the EHCP remain in place
- whether any amendments are required
- whether the LA maintain the EHCP, or if the LA should be recommended to cease the EHCP and the child's needs are to be met in SEN Support
- any new targets to meet the objectives set out in the EHCP
- whether any additions or amendments should be made to an existing transition plan.

### **13. TRANSITION WITHIN SCHOOL AND ACROSS OTHER SCHOOLS**

Many strategies are put in place to enable pupil's transition to be as smooth as possible.

These include:

- When moving within school, all pupils spend part of the day towards the end of the school year where they spend time with their new class teacher.
- Discussions are held between class teachers within school on at least one occasion and current class teachers will meet with parents to discuss Individual Education or Educational Healthcare Plans.
- When a child with SEN or an EHC plan is transferring from another school, the SENCo will make contact with the previous school and the parent to make sure we have all the relevant information. This will be shared with the class teacher and any other relevant staff in school.
- Additional visits are arranged for those children who need extra time in a new school.
- Secondary school staff visit pupils prior to them joining their new school.
- Our SENCo liaises with SENCos from secondary schools to pass on information regarding SEN pupils.
- Where children have more specialist needs, a separate Transition Guarantee meeting takes place with the SENCo from the secondary school, our SENCo, the Head Teacher, parents and any relevant outside agencies and, where appropriate, the pupil to put a plan in place for the child when they start Secondary, detailing their needs and what they would benefit from.

## 14. RESOURCES

Hartburn Primary School receives funding for pupils with SEN in three main ways:

- the base budget contributes to the teaching and curriculum expenses as well as the cost of the SENCO
- the LA provides specific funding for pupils with Statements of Special Educational Needs and EHCPs as well as those who have additional support needs identified. High Level Needs funding is available upon application but the school must show evidence that the first £6,000 of support has been put in place and that this has been sustained.
- Standards Fund allocation supports SEN training and Professional development for teachers and other staff.

The school buys in external agency support such as the Educational Psychology Service and is allocated other support such as Speech and Language Therapy depending on the children's needs from assessments that have been taken place. The level of support provided by the external agencies varies from agency to agency and is allocated each year. The SENCo maintains detailed records of all pupils on the SEN Register. All teaching staff have a copy of the SEN Policy and other relevant information relating to SEN. Information is also made available to all teaching assistants and external agency staff who work with the children. Each child on the SEN Register has a SEN file which contains ISPs, reviews, assessments, reports and any other information relating to the specific needs of that child.

## 15 COMPLAINTS

Arrangements for the consideration of complaints about any aspect of special educational needs provision within the school will follow the arrangements for any complaints. Generally, informal concerns can be discussed with the class teacher and/or SENCO by making an appointment.

**SEN SUPPORT PLAN**

<b>Name:</b>		<b>Year:</b>		<b>Date of Birth:</b>		<b>Date of Plan:</b>													
Area/s and Evidence of Needs				Targets															
<b>Cognition and Learning</b>		<b>Communication and Interaction</b>		<b>Social Emotional Mental Health</b>		<b>Sensory and/or Physical</b>													
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Reading		Writing						Maths											
A.R.E	Current	A.R.E	Current	A.R.E	Current														
Stakeholders Views: What made a difference? Continue or change?				What is in place?															
	<b>Child</b>	<b>Parents</b>	<b>School</b>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="text-align: center; width: 50%;"><b>Quality First Teaching</b></td><td style="width: 50%;"></td></tr> <tr><td style="text-align: center;"><b>Additional Adult Support</b></td><td></td></tr> <tr><td style="text-align: center;"><b>Additional Intervention</b></td><td></td></tr> <tr><td style="text-align: center;"><b>Additional Equipment</b></td><td></td></tr> <tr><td style="text-align: center;"><b>Pupil</b></td><td></td></tr> <tr><td style="text-align: center;"><b>Parents/Carers</b></td><td></td></tr> </table>				<b>Quality First Teaching</b>		<b>Additional Adult Support</b>		<b>Additional Intervention</b>		<b>Additional Equipment</b>		<b>Pupil</b>		<b>Parents/Carers</b>	
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