



St Erme with Trispen Primary School Special Educational Needs and Inclusion Policy 2018 / 2019

This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3

1. Aims and Objectives

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the CSA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3. Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

2.0 Responsible Persons

The 'responsible person' for SEN Mrs Julie Orrell, Headteacher.

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs Julie Orrell (ref Code 5.3.2 Primary)

3.0 Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such St Erme with Trispen School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

Specialist Provision

The school has accessible classrooms and toilets/shower with a hoist.

4.0 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

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- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Pupils with specific needs relating to lunchtimes or playtimes will be individually supported.

5.0 Providing the graduated response at “School Support (Code K) ”

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will put in place support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) or individual Behaviour Plan (IBP) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Behaviour support programmes
- Use of specialist equipment
- Alternative teaching strategies

The resources allocated to pupils (see 7) who have non-statemented special educational needs will be deployed to implement these individual education plans as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8; the IEP will be amended accordingly .

6.0 Identification and Assessment – a graduated response

- 6.1 If progress is still not achieved despite external specialist support, the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment for an Education Health and Care Plan. The appropriate forms will be used for recording and referral as necessary. From 2014 this has taken the form of an Education Health and Care Plan and is agreed at a Team around the Child meeting together with parents and all professionals involved in supporting the child.
- 6.2 Identification of children with special educational needs will be undertaken by all staff through the SENCo and the appropriate records and CSA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or SENCO together with statutory end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred as appropriate for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held twice a year.

Additionally, the progress of children with a Statement of Special Educational Needs / Education Health and Care Plan will be reviewed annually, as required by legislation.

- 6.4 Detailed records will be kept of the pupils receiving extra teaching support. A summary of these will be passed on to any receiving school.

7 Resources

- 7.1 The school is allocated an annual budget for all pupils. From this budget, schools use their funding to plan to meet the needs of all children, including those with specific needs. This is planned by the school on an individual basis into funding for staffing / specialist equipment or to meet other needs. The Headteacher, as SENCO, matches staffing and resources to needs. For children who have a Statement of Need (increasingly now being replaced by an Education, Health and Care Plan) the school is expected to fund the first 16 hours themselves.
- 7.2 The Local Authority makes available top up funding to the school to support for pupils who are the subject of statements or EHCPs under the terms of the 1996 Education Act who are deemed by the Local Authority to be high needs, to cover the statemented hours above 16 hours per week.

Currently the school has 3 pupils who are the subject of statements or EHCPs.

8.0 Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

- 8.1 Regular liaison is maintained with the following external agencies and pupils with Statements of Special Educational Needs / Education Health and Care plans:
- Assessment and Education Provision team
 - Autistic Spectrum Team
 - Behaviour Support Service (BSS)
 - Child Adolescent Mental Health Service
 - Children in Care Education Service (CiCESS)
 - Education Welfare Service
 - Educational Psychology Service
 - Health Service
 - Portage
 - SEN Support Services
 - Social Work
 - Supporting Families

- The Hearing Support Service
- The Vision Support Service

This detail is listed in the school's Local Offer which is published on the school's website and attached as an appendix to this policy.

8.3 The named governor with responsibility for Special Educational Needs is Mrs. Claire Bourne.

9.0 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is detailed in the school's complaints policy and procedure.

This is available on the information tab of the school's website.

10.0 Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund. Each term, the SENCo will lead an SEND staff meeting to update information and discuss any new concerns or changes to the Record of Need.

11.0 Working with Parents

- 11.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 11.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- 11.3 As mentioned in '8' above, parents will be fully consulted before the involvement of CSA support agencies with their children, and will be invited to attend any formal review meetings at all stages

12.0 Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

13.0 Evaluating Success

13.1 This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.