

## ALL SAINTS C OF E PRIMARY SCHOOL



### Inclusion Policy

*The school's policy has been revised in accordance with the provisions set down in the New Code of Practice January 2002, as required under Part 1V of the 1996 Education Act. The New Code includes new rights and duties introduced by the SEN & Disability Act 2001.*

#### *The Disability Rights Code of Practice for Schools*

Part 2 of the Special Educational Needs and Disability Act 2001 amends the Disability Act 1995 to prohibit all schools from discriminating against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils in relation to exclusions from the school. The reasonable adjustments duty on schools **does not** require the provision of auxiliary aids and services or the removal or alteration of physical features. Decisions about auxiliary aids and services for children with SEN will continue to be taken within the SEN framework.

From September 2002, schools will be required not to treat disabled pupils less favourably for a reason related to their disability and to take *reasonable steps* to ensure that they are not placed at a substantial disadvantage to those who are not disabled. LEAs and relevant schools will also be required from September 2002 to plan strategically and make progress in improving accessibility for disabled pupils to school's premises and to the curriculum, and to improve the delivery of written information in an accessible way to disabled pupils.

#### Definition of Special Educational Needs

*The act states that a child has special educational needs if he or she has a learning difficulty, which calls for special provision to be made for him or her.*

*Children have a learning difficulty if they:*

- a) *have a significantly greater difficulty in learning than the majority of children of the same age; or*
- b) *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority*
- c) *are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.*

*Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.*

*Special educational provision means:*

- a) for children two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA (Local Education Authority), other than special schools, in the area.
- b) For children under two, educational provision of any kind.

(See Section 312, education Act 1996)

**Definitions in the Children Act 1989 and the Disability Discrimination Act 1995**

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

(Section 17 (11), Children Act 1989)

A person has a disability for the purposes of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day - to day activities.

### **The School's Aims**

1. To identify as early as possible, those children with special educational needs.
2. To ensure that pupils with SEN (Special Educational Needs) have their needs met.
3. To provide teaching that promotes the full development of the child.
4. To provide a broad, balanced, relevant and appropriately differentiated curriculum to all children
5. To provide an environment in which the teaching and learning, achievements, attitudes and well being of every young person matter.

### **The School's objectives**

1. To promote parental partnerships in learning.
2. To, wherever possible seek, and take account the views of the child.

3. To ensure that the 1996 Education Act is followed, parents consulted, and reviews conducted.
4. To have an Inclusion Manager responsible for the day to day running of the policy, for liaison with outside agencies, for ensuring provision of relevant information, support and materials to staff as required.
5. To set suitable learning challenges and respond to pupils' diverse learning needs.
6. To enable identified pupils to be respected amongst their peers, by ensuring that their successes and progress are recognised and rewarded.
7. To provide, through the implementation of a carefully structured and monitored behaviour policy, a framework for suitably supportive and constructive behaviour management for those children with identified behavioural needs.
8. To ensure that children with a written statement are subject to an Annual Review and that a school report is written.
9. To report annually to the governing body.

### **Identification, Assessment and Provision in Early Years**

Identification and assessment will be as early as possible. This will lead to appropriate intervention. Before they enter Nursery, children's' needs will hopefully have already be identified and assessed by a multi agency approach through the early Years Development and Childcare Partnership. Profound and complex needs will usually be identified by the Health Trust.

The graduated approach outlined in the New Code will be adopted in the early Years setting. Once needs have been identified, practitioners will intervene via Early Years Action, Early Years Action Plus.

### **School Procedure for identifying pupils with Special Educational Needs**

All teachers are teachers of children with special educational needs. The class teacher will usually be the first person to identify the problem. Children who are considered to have special educational needs will be identified via the professional judgement of teaching staff, and any concern expressed by the parent.

At the heart of the work of the school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. Pupils' attainment will be measured against the expected levels for the majority of their peers. Those pupils whose attainments fall significantly outside the expected range may have SEN.

Early identification is essential in order to provide suitable intervention and provision. Valuable assessment opportunities are provided by

- Teacher assessment
- PIPS

- Test results
- Reading sweeps

Class teachers identify needs in a variety of ways. Speech and language difficulties often reveal themselves through reading sessions. A child may experience difficulty in following instructions, sustaining attention, listening to and extracting information and reading with understanding.

A child may have difficulties in co-ordination, letter formation, and even sitting on a chair. A child may demonstrate frustration, be easily distracted, and show a lack of application to task.

Occasionally a child may become withdrawn and show an inability to cope with criticism of any form. The child may become defiant, openly disobedient or disruptive, even angry and violent. Behavioural difficulties will be charted through the school's Assertive Discipline Scheme, which provides a record of continual difficulties.

Any assessment of a child should consider:

- Classroom organisation
- Teaching materials
- Teaching style
- Differentiation

Some difficulties in learning may be caused or exacerbated by the learning environment or adult / child relationships. Such issues if they exist must be addressed if the child is to progress.

### **Principles of the Code – Procedure for progressing through the assessment stages**

The Code adopts a graduated approach to meeting SEN, encompassing a range of strategies.

The starting point for identification will always be an informal review of the strategies currently being used and the way in which these may be developed. The review may lead to the conclusion that the pupil requires help over and above that which is already being given. Consideration will then be given to helping the pupil through School Action.

### **School Action**

The triggers for intervention through School Action will be that a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching is targeted at areas of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques employed by the school
- Has sensory or physical problems
- Has communication and/or interaction difficulties, and continues to make little or no progress

The child's class teacher should seek the support of the Inclusion Manager Parent's will be consulted and kept fully informed. The Inclusion Manager will take the lead in any further assessment of the child's strengths and weaknesses, planning future support, monitoring and reviewing the action taken. The child's class teacher and the Inclusion Manager will decide on the action needed to help the child progress. The child's class teacher will remain responsible for working with the child on a daily basis.

The information collected about the child and details of extra help given will be incorporated into the child's individual education plan.

### **School Action Plus**

A decision to move to School Action Plus and request help from an outside agency will be taken at a meeting to review the child's IEP (Individual Education Plan), in full consultation with the parents.

The triggers could be that the child:

- continues to make little or no progress over a period of time
- continues to work at National Curriculum levels substantially below that expected for the age of the child
- continues to have difficulty in developing literacy and numeracy skills
- has EBD which substantially and regularly interferes with the child's own learning and that of the class group
- has physical or sensory needs and requires additional specialist equipment or regular advice from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Outside Agencies will:

- see the child
- advise Inclusion Manager / teachers on new IEPs, fresh targets
- provide more specialist assessments

- give advice

The resulting new Individual Education Plan will set out fresh strategies for supporting the pupil.

### **Individual Education Plans**

Will include:

- description of the child's SEN including strengths
- short term targets set for or by the child
- teaching strategies to be used
- provision to be put in place
- date when the plan is to be reviewed
- Success and/or exit criteria
- Outcomes - recorded at review

IEPs will be reviewed twice a year - March / July. In March the reviews will be timetabled during the school day. Class teachers / LSPs (Learning Support Practitioners)/ Inclusion Manager / parents will attend. New targets will be set at the review. In July the reviews will be less formal and will be conducted by class teachers at parent's Evening. This is with the exception of pupils at School Action Plus whose reviews will again be conducted during the school day.

**Annual Reviews** will be conducted for all pupils with Statements. Annual reviews for Year Six pupils with statements will be held in the Autumn Term in order to give time for their High School allocation of support to be organised. SENCOs (Special Educational Needs Coordinator) from the relevant High Schools will be invited to attend.

### **Nature of intervention**

The Inclusion Manager and class teacher will decide the most appropriate action to help the child. This may include one or more of the following strategies

- Provision of different learning materials or special equipment
- Group support including special setting arrangements for literacy and / or numeracy (to fit in with whole school policy). Setting for numeracy and literacy is considered a normal and acceptable part of daily work, facilitating learning through a more spacious and flexible environment.
- Introduction of individual support ( Success maker - literacy / numeracy programs)

- In class support for Science / Foundation subjects
- Additional group support e.g. Circle Time - Social skills groups
- Consultation / observation / advice and support from Inclusion Manager
- Consultation / observation / advice from outside agencies
- Staff development or training to introduce more effective strategies

### **School Request for a statutory assessment**

This request will be made to the LEA when a child has demonstrated significant cause for concern. The school will provide written evidence to the LEA. The LEA will decide on the necessary provision and support required for the child.

### **The Role of the SENCO**

The Inclusion Manager is responsible for the day to day operation of the school's Inclusion Manager Policy and takes the lead for managing provision for pupils with special needs. .

### **The Inclusion Manager**

- keeps a register of all children on the SEN Register
- monitors the progress of all children on the register and makes regular assessments
- leads the writing of all IEPs in consultation with all parties
- conducts Review meetings and keeps records of interviews with parents
- completes all documentation concerning pupil' s with SEN
- supports teachers in identifying and managing children with special needs
- liaises with the parents of children with special needs offering them support and guidance on help that can be given at home
- works with outside agencies
- conducts an annual audit of SEN to assist in the allocation of funding
- provides an annual report to the Governing Body

The Inclusion Manager is Mrs Darby.

### **Curriculum Entitlement**

"All teachers are teachers of children with special educational needs." Our policy is that all of our pupils should have the fullest possible access to all National Curriculum areas and also enjoy the diversity of non-curricular school life. The teaching staff endeavour to ensure that all children have access to a curriculum that is broad, balanced, relevant and appropriately differentiated.

**Classroom differentiation and support is central to providing successful access and is available through a number of ways:**

Classroom differentiation of materials and presentation for access at appropriate level, provided daily by the class teacher.

Support through the Educational Psychology Service and the Inclusion Manager, assisting in providing appropriate materials, including withdrawal of groups or individuals during appropriate lesson activities.

The Language Support teacher who will help the teacher in providing pupils with full access to the curriculum either through working with groups in the classroom or withdrawing groups if appropriate.

The Inclusion Support Practitioners who work with statemented children and other SEN pupils in literacy and or numeracy sets and in whole class situations supporting individuals or groups of pupils. The LSPs and LSAs work in close co-operation with the class teachers and Inclusion Manager. LSPs, LSAs deliver Speech therapy programmes to individual pupils when requested by the Speech Therapy Department.

### **Integration**

All children in the school receive support in a situation that does not compromise their classroom relationships or highlight their needs in an unsympathetic manner.

Any withdrawals mainly Nurture Groups are group based and are considered a normal and acceptable part of daily work, facilitating learning through a more spacious and flexible environment.

Inclusion support in the classroom is not exclusive to an individual child, but is used to create an active learning situation whereby any child may access extra support when it is sought

### **Special Needs Resources**

### **Staff Training**

Staff training needs are identified via Performance Management. The Inclusion Manager assists in providing suitable in service training for staff and ensures that new members are fully aware of the school's Special Needs Policy and practice.

### **The Governing Body**

The school's Governing Body recognises that it has important statutory duties towards pupils with Special Educational Needs. The Governing Body will have regard to the Code

of Practice when carrying out their duties and will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs.

The Governing Body, along with the school's Head Teacher, will determine the school's general policy and approach to children with special educational needs and will endeavour to establish that appropriate staffing and funding arrangements are made.

The Governing Body will report annually to parents on the school's policy for pupils with special educational needs. This report will contain information on:

The success of the Inclusion Policy  
Any significant changes to the policy  
Any consultation with the LEA.  
Allocation of resources

The report will comment on the school's system for:

identification  
assessment  
provision  
monitoring and record keeping  
use of outside agencies

### **Criteria for evaluating success**

The following series of questions may be considered as success indicators:

Are the systems of identification successful?

Is record keeping accurate?

Are IEP's fulfilling their function?

Is the atmosphere in the school successful at creating a sympathetic understanding between all pupils, where individual's needs are recognised and valued?

Is parental involvement, contact and support at an acceptable level?

Do we have children who are succeeding at overcoming difficulties regularly?

Do staff feel confident in operating within the Code of Practice guidelines?

### **Complaints Procedure**

In the first instance, any concerns parents have should be discussed informally with the Head Teacher and the Inclusion Manager. If the concern is not resolved, then the parents may raise the matter with the Parent Governor or Chair of Governors. If parents are still dissatisfied, a formal complaint may be made to the LEA who will investigate the complaint.

In the light of decisions being taken by the LEA, not to make a statutory assessment of a child's needs, the parents have the right of appeal to the SEN tribunal. The LEA should endeavour to ensure parental understanding of the School Based Stages and their monitoring and review arrangements. The LEA should offer guidelines to assist in actions to help meet the child's needs

### **Parental Partnerships**

All Saints C of E Primary School has several procedures intended to encourage and maintain parental partnerships.

1. Parents Evenings
2. SEN Reviews / discussions. Parents are invited by letter to attend reviews in order to discuss progress and how their children's' needs are being met. They are requested to support their child at school through agreed targets / strategies. All Parents are sent a copy of their child's IEP and Review information.
3. Parental help is encouraged when classes are involved with various trips, including swimming.
4. Some parents volunteer to help throughout the school on a regular basis, working in a variety of ways.

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