



Horton Grange Primary School SEND and Inclusion Policy

Last reviewed: March 2017

To be reviewed: Annually

Written by: SENCO and Inclusion team

Ratified by Governors on: April 2017

Introduction

Our aim is to provide a broad and balanced curriculum for all children, from Early Years to the end of Key Stage 2, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities.

Children have special educational needs (SEND) if they have a learning difficulty that calls for special educational provision to be made for them.

A child has a learning difficulty if he/she:

- (a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- (b) Has a disability that prevents or hinders the child 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.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum.

Critical success factors

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- We identify and assess pupils with learning difficulties at an early stage, determine and make appropriate provision.
- Appropriate in-class and/or broader support are made available to pupils with special needs.
- The views and wishes of the child will be sought.
- All teachers, parent/carers and all others involved with SEND pupils are well informed as to their requirements and progress.
- Professionals and parent/carers work in partnership, taking parent/carers views into account.
- We liaise with all external support agencies, implementing appropriate programmes.
- Provision and progress is monitored and reviewed regularly.

All information pertaining to individual pupils will remain confidential, being shared only by those adults involved with the child's progress.

Roles and Responsibilities

Governors

The governing body will, in co-operation with the Head teacher:

- Determine the school's general policy and approach to provision for children with SEND;
- Establish the appropriate staffing and funding arrangements;
- Maintain a general oversight of the school's work;
- Ensure that the needs of the SEND children are made known to all who are likely to teach them;
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- Nominate a named governor for SEND

The governing body will monitor the school's work on behalf of children with special educational needs.

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 SEND. He/she will keep the governing body fully informed and, at the same time, work closely with the SEND co-ordinator.

Special Educational Needs Co-ordinator

The SENCO will work closely with the Head teacher, senior management and teachers to help determine the strategic development of the SEND policy and provision within the whole context of the school improvement plan. She has responsibility for the day-to-day operation of the school's SEND policy and coordinates the provision for SEND pupils. The SENCO will liaise with parent/carers and other professionals in respect of children with SEND. The SENCO will ensure that relevant background information about individual children with SEND is collected and recorded and up dated.

Class teachers

All class teachers have responsibility for:

- Teaching the range of pupils within their class effectively across the curriculum areas;
- Identifying children with SEND;
- Keeping parent/carers informed of their child's progress, any concerns, and action to be taken and attending meetings with parent/carers as and when appropriate;
- Informing colleagues and those concerned with the child of any information imparted by parent/carers/guardians pertaining to the child's progress;
- Liaising with the SENCO, Teaching Assistants (TAs), pupils and parent/carers in writing individual education plans (IEPs);
- Liaising with TAs allocated to support pupils in their class;
- Allocating T.A. time, if appropriate, from normal classroom provision to provide for children with SEND in their class.

Teaching Assistants

TAs have responsibility for:

- Assisting the class teacher in the implementation of targets written by the teacher in Individual Education Plans and programmes from external professionals.

Parent/carers

Partnership between school and parent/carers is important in enabling children with SEND to achieve their potential. Parent/carers hold key information and have a critical role to play in their child's education. Parent/carers are involved and account is taken of their wishes, feelings and perspectives on their child's development.

Horton Grange Primary School has a positive attitude towards parent/carers and will acknowledge and draw on parent/carer knowledge and expertise in relation to their child. The school will tell parent/carers when they first identify that a child has SEND and will explain the purpose of any intervention or programme of action. The school ensures that parent/carers understand procedures and have knowledge of their child's entitlement within the SEND framework. The staff will focus on a child's strengths as well as areas of need. They recognise the personal and emotional investment of parent/carers and try to be aware of their feelings. It is also important to respect the differing needs parent/carers themselves may have, such as a disability, or communication barriers. The school respects the validity of differing perspectives and seeks constructive ways of reconciling different viewpoints. Parent/carers will be given access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Statutory assessment - Parent/carers should be fully involved in the discussion leading up to the school's decision to request a statutory assessment. When this is proposed, parent/carers will be given comprehensive information on the process of applying for an EHCP.

It is important that the school knows who has parent/carer responsibility for a child. Parent/carers have a responsibility to communicate regularly with the school and alert us to any concerns they have about their child's learning or provision. Parent/carers should fulfil their obligations under the home-school agreement.

LEA

The LEA has responsibility to:

- Delegate appropriate additional funds to enable school to meet SEND provision
- Administer formal assessment procedures
- Arrange for the parent/carers of any child in their area with SEND to be provided with advice and information about matters relating to those needs.
- Take appropriate steps to make parent/carer partnership services known to parent/carers, Head teachers, schools and others they consider appropriate.

Pupils

Children at Horton Grange Primary School should feel confident that they will be listened to and their views valued. Our prospectus and behaviour code ensure that pupils and parent/carers understand their rights and responsibilities with regard to the school. Pupils with SEND will, where possible, participate in the decision making processes that occur in their education, including the setting of learning targets, contributing to IEPs and contributing to their annual reviews. However, the SEND Code of Practice recognises the need to maintain a balance between giving a child a voice and encouraging them to make decisions and overburdening them with decision-making procedures where they have insufficient experience and knowledge to make appropriate judgements without additional support.

All children at Horton Grange Primary School are involved in making decisions from the start of their education. The ways they are encouraged to participate will reflect the child's evolving maturity. From an early age children with SEND will be actively involved at

an appropriate level in discussions about their IEP, including target setting so that their achievements can be noted and celebrated, as well as any difficulties clarified and addressed. They will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Pupils with an EHCP will have their views sought and recorded as part of the statutory annual review process where possible.

Outside Agencies

Horton Grange Primary School works in co-operation with outside agencies in making provision for children with SEND. Many children have a range of difficulties that require a concerted approach from the school, healthcare professionals, social services departments, specialist learning support services and other providers. The school aims to work with these agencies to provide an integrated service. Termly Review Meetings (where appropriate) provide a forum for school staff and other agencies to co-ordinate their support for individual pupils with SEND.

Training and Staff Development

The training needs of staff are planned in relation to the implementation of the performance management framework and whole school priorities associated with SEND.

Admission Arrangements

Our admission policy does not discriminate against any pupils with special needs or others who are at risk from social exclusion. We liaise with outside agencies, e.g. Area Health Authority to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be made.

Provision for children with SEND

The SEND Code of Practice Nov.2001 sets out a model of action and intervention. The code recommends that when a child is identified as having SEND the school should intervene as described below at Range 1-2 and Range 3+.

Triggers for Intervention at Range 1-2

- Evidence that a child has made 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 literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent BESD needs which are not supported 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 despite the provision of a differentiated curriculum.

Triggers for Intervention at Range 3+.

Evidence to show that, despite an individualised programme and/or support, the pupil:

- 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 pupils of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has educational and behavioural needs which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme.

- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice or visits, providing direct intervention to the pupil or advice to the staff by a specialist service.
- Has on-going communication and/or interaction difficulties, which impede the development of social relationships and cause substantial barriers to learning.

Triggers for Statutory Assessment

Statutory assessment will be requested by the school where a child has demonstrated significant causes for concern. This is usually after strategies have been in place and programmes implemented without success. Parent/carers are fully involved in discussions leading up to the school's decision to request statutory assessment.

SEND children will be integrated into the mainstream classroom with the support of the SENCO and, where appropriate, with assistance from learning mentors and TAs. Children with SEND will receive, according to their needs, support in some or all of the following ways:

- i) In class support by the class teacher, working in small groups or individually according to their needs, being provided with a differentiated curriculum;
- ii) Small group or individual work, with the SENCO or teaching assistants, following an individual programme of work. This could take place in or out of the classroom setting.
- iii) When appropriate, children working with external specialist staff.

Individual Education Plans (IEPs) will be written for children on range 2-4 and for those children with EHCPs. These will record what is additional and different from the year group's differentiated curriculum plans. The IEP will focus on 3 or 4 individual specific, measurable, achievable, relevant targets (SMART). This IEP will be discussed with the child, a copy will be sent to parent/carers, and will be reviewed termly.

Transition

When children move schools at the end of KS2 or at any other time the school will transfer records. Horton Grange Primary School has close links with local secondary schools. The SENCO from the majority of secondary schools who receive our pupils visit school in the summer term of Year 6 to discuss the SEND children and attend any annual review meetings when appropriate.

Monitoring and Evaluation

The monitoring and evaluation for SEND provision is conducted as part of the school systems and structures for monitoring the quality of classroom provision and continuity and progression of the curriculum.

Success Criteria

The success criteria for the SEND policy are:

- Children are correctly identified at different stages as outlined in the Code of Practice.
- A register is maintained of children with SEND with stages identified.
- A record is kept of all relevant documentation relating to each child on the register.
- Children who are causing concern are identified and monitored.
- IEPs are drawn up and implemented at *Range 2+*
- IEPs are drawn up together with outside agencies at *Range 3+*.
- All children on the SEND register are achieving their full potential.
- All children on the SEND register are receiving the correct support.
- Children are meeting targets drawn up in their IEP.
- Early school based intervention and good deployment of resources have resulted in fewer children moving to *Range 3+*.

- A record is kept of meetings with parent/carers and outside agencies.
- School has used the full allocation of visits from Learning Support Services.
- Where outside agencies have been involved, reports have been received.