

Upwood Primary School

Special Educational Needs and Inclusion Policy

Introduction

1. At Upwood Primary School we recognise that **all** teachers are teachers of Special Educational Needs (SEN). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress through the focused differentiation and support then they may be identified as having special educational needs:

a. A child has a learning difficulty if he or she has significantly greater difficulty in learning than the majority of children of the same age, or has a disability which prevents or hinders the child from making use of educational facilities (SEN CoP, 2001)

b. Pupils do not have learning difficulties just because their first language is not English (SEN CoP, 2001)

c. A pupil with a medical diagnosis or disability does not have a special educational need, unless special educational provision is needed to access the curriculum (SEN CoP, 2001)

Guiding Principle

2. Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning.

Objectives

3. Our objectives in making provision for pupils with SEN are:

- a. We value all the pupils in our school equally.
- b. To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- c. The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- d. It is the responsibility of all teachers to identify and meet the SEN of pupils.
- e. Every child is entitled to have his or her particular needs recognised and addressed.
- f. To offer high quality support to ensure that all needs are met.

4. To maximise the opportunities for children with SEN to join in with all the activities of the school.
 - a. All pupils are entitled to experience success.
 - b. Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
 - c. Good special needs practice is good practice for all pupils.
 - d. All special educational needs provision is more effective if pupils and parents are fully involved.
 - e. To seek the views of the child and take them into account.
 - f. To acknowledge and draw on parent knowledge and expertise in relation to their child.
5. This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of Provision

6. Provision for pupils with special educational needs is a whole school priority.

Governing Body

7. The school governors have specific responsibility to ensure that:
 - a. The necessary provision is made for any pupil who has special educational needs.
 - b. Pupils' needs are made known to all who are likely to teach them.
 - c. Teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
 - d. A pupil with SEN joins in the activities of the school together with pupils who do not have SEN. So far as 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.
 - e. Parents are notified of a decision by the school that SEN provision is being made for their child.
8. In doing so, Governors will have regard to the SEN Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to

parents annually on the implementation of their SEN policy.

The Head Teacher

9. The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the Governing Body fully informed and works closely with the school's SEN Co-ordinator. The Headteacher seeks out and shares best practice with staff.

The School Staff

10. All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The SEN Co-ordinator

11. The SEN Co-ordinator is responsible for:

- a. Co-ordinating provision for pupils with special educational needs, including termly provision mapping.
- b. Evaluating the impact of additional SEN provision on outcomes for SEN pupils. The Head Teacher and SENCO will meet every half term to evaluate the progress made by children on the SEN register and evaluate the effectiveness of Wave 2 and Wave 3 interventions.
- c. Liaising with and advising class teachers.
- d. Managing teaching assistants.
- e. Liaising with parents of pupils with special educational needs.
- f. Liaising with the Secondary SENCO, Pre-school SENCO, educational psychologists, school nurse, speech and language therapists and other health services as required.
- g. Working with the Head Teacher to work towards achieving the 5 outcomes from the Every Child Matters document.

Every Child Matters

12. Every child matters outcomes are:

- a. **Being Healthy.** The SENCO and Headteacher will respond to any needs which arise in the school, which may include stress management for pupils.

- b. **Staying Safe.** The SENCO and Headteacher will monitor any incidents of bullying or discrimination.
- c. **Enjoying and Achieving.** The SENCO will ensure that pupils with more severe and complex learning needs can follow appropriate learning pathways.
- d. **Making a Positive Contribution.** The SENCO and Headteacher will ensure that children with SEN are involved with school projects and initiatives and engage them in 'real' activities to help others.
- e. **Achieving Economic Wellbeing.** The SENCO and headteacher will ensure that children with SEN are involved in developing financial literacy skills, team working skills, problem solving skills and activities to promote self confidence.

Admissions and Inclusions

13. Pupils with SEN are admitted to the school on the same basis as any other child. Please see the Admissions Policy for the school. The school welcomes applications for admission from the parents of pupils with mobility difficulties. Please refer to our separate 'Access' policy.

Training for School Staff

14. SEN training is ongoing for all members of staff at Upwood Primary School. We work closely with the LA to ensure that training meets the needs of the children in our school.

Allocation of Resources

15. Upwood Primary School plans and provides for pupils with SEN from its delegated budget. The school spends this money on:

- a. Teaching assistant hours.
- b. Training for all teachers and teaching assistants.
- c. Specialist teaching resources.

16. The details of how individual pupils receive support are recorded on Individual or Group Education Plans. The school receives additional funding for pupils with statements of SEN.

Identification and Assessment of Pupils with SEN

17. At Upwood Primary School we know that the areas of SEN are divided into 4 main areas:

a. **Cognition and Learning.** This area covers Communication, Language and Literacy (Foundation Stage) / English (Key Stages 1 and 2), as well as Mathematical Development (Foundation Stage) / Mathematics (Key Stages 1 and 2).

At Upwood we monitor all childrens' learning in relation to Literacy and Numeracy and complete a provision map on a termly basis. This map highlights those children who are working at the correct level for their age group (as determined by the Local Authority), those who are working beyond the expected level, children who are working below the expected level and children who should be identified as having SEN (School Action/Action Plus/Statement).

All pupils are entitled to a balanced and broadly based curriculum from the Foundation Stage through to Key Stage 2. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through quality first teaching and differentiation (Wave 1) or through short-term support programmes such as the *Early Literacy Support, Additional Literacy Support or Springboard* (Wave 2). However, some pupils may need Wave 3 support and will be identified as having SEN.

At Upwood we recognise that support programmes should be targeted towards children with particular needs, rather than children in particular year groups. Support programmes at Waves 2, for example social skills groups, Early Literacy Support, Additional Literacy Support and Springboard are used for any year group where the children would benefit from it, rather than set year groups. Support programmes at Wave 3 for children identified as having SEN, such as the PNS Maths Gap Pack, Direct Phonix and Phonographix, are used in year groups or Key Stages where the support is needed, as identified by the provision map or by a specialist teacher.

At Upwood we regularly audit our support programmes to provide the most appropriate support for children with SEN.

b. **Behaviour, Emotional and Social Development Needs.** At Upwood Primary School we monitor the behaviour, emotional and social development of children. Where class teachers have concerns, this is discussed with the SENCO. Support programmes for children with behavior, emotional or social difficulties may include support programmes to help with social skills, listening skills or ways to manage anxiety. Where the class teacher and SENCO have more serious concerns the school will do more to help. The SENCO will liaise with outside agencies for additional support.

c. **Communication and Interaction Needs.** This area covers a wide spectrum of needs, including speech, language and communication needs and children on the autistic spectrum. Where class teachers and the SENCO have concerns relating to communication needs, additional programmes can be used. Where the concern is directly related to speech, language and communication, the

class teacher or SENCO use the NHS Speech and Language descriptors to determine the level of need. Where a low level need is identified, class teachers use the support pages to make changes to the National Curriculum to support the child. Where a high level need is identified, the SENCO will discuss a referral to the Speech and Language Therapy Service with the parents.

d. **Sensory and/or Physical Needs.** This area covers a wide spectrum of needs, including visual impairment, hearing impairment, multi-sensory impairment and physical disability. For children with needs in this area, the class teacher and SENCO will make all reasonable adjustments to ensure that the pupil has access to the National Curriculum. When required, the SENCO will liaise with outside agencies for additional support.

18. At Upwood Primary School we recognise that some children will have difficulties in more than one area.

Differentiation

19. Differentiation of the National Curriculum and the wider curriculum (emotional and social development, as well as communication and interaction) means teaching a pupil in ways and at levels. Not all pupils learn in the same way and need to be taught in different ways, for example through kinaesthetic, auditory or visual approaches. All pupils will receive help through differentiation but if the pupil does not make adequate progress with any of the four areas of difficulty outlined above, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken. The range of support that every pupil at the school can expect is:

a. **Early Years Action and School Action.**

(i). Through Early years Action/School Action, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCO. The SENCO will gather information from the pupil, parents and class teacher. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Education Plan (IEP). The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

(ii). The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class teacher, but will be monitored closely by the SENCO.

(iii). The IEP will be reviewed twice yearly and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Where possible, pupils will complete the 'child friendly' page of the IEP. Parents will also be invited to participate in the target-setting and review process.

(iv). Support available to pupils through School Action will vary according to specific learning needs, but may include social skills groups, speech therapy sessions or the provision of additional adult support.

b. **Early Years Action Plus and School Action Plus**

(i). If the pupil does not make adequate progress receiving Early Years Action or School Action support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

(ii). The range of support available at Early Years Action Plus and School Action Plus will be similar to that made for Early Years Action and School Action but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies which should be implemented at least in part in the normal classroom setting.

c. **Statutory Assessment (Statement of SEN)**

(i). If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive Early Years Action Plus or School Action Plus provision.

(ii) A number of pupils may have statements of SEN. In addition to the regular reviews of their IEP, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Authority. When pupils are due to transfer to Secondary School planning for this will be started in the Year 5 and continue throughout Year 6.

(iii). If a pupil makes sufficient progress a statement may be

discontinued by the Local Authority.

d. **Complaints Procedures.** Under the SEN through Disability Act 2001 parents may seek advice on resolving disagreements from the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

e. **Arrangements for Partnership with Parents.**

(i) The school will always consult with parents when their child is receiving help for their SEN.

(ii). Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

(iii) Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

f. **Links with Other Agencies and Voluntary Organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. We have in place arrangements for working in partnership with health and local authority services:

(i). Termly planning meetings with the specialist teacher from the 'Access to Learning Team', the Educational Psychologist and Speech Therapist.

(ii) Links with the NHS (Occupational Therapy, School Doctor and Nurse, Community Paediatrician and ADHD Nurse).

Related School Policies

20. Related School Policies are:

- a. Access to Education for Children with Medical Needs
- b. Accessibility Plan
- c. Admissions

List of Appendices:

1. Additional Legislation and Guidance Relevant to this Policy.
2. Upwood Primary School IEP – see file.
3. Upwood Primary School Concerns Record – see file.

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APPENDIX 1

The following legislation and guidance is also relevant to this policy:

1993 Education Act

This Act strengthened the 1981 Education Act and led to the publication of the 1994 Code of Practice for the identification and assessment of SEN. The Code described a five strand model of assessment and intervention.

1994 The Salamanca Statement and Framework for Action

This document represents a world-wide consensus on the future direction for SEN. It promotes the further development of regular schools with an inclusive orientation.

1995 The Disability Discrimination Act (DDA)

This Act aimed to end the discrimination which many people with disabilities faced in their everyday lives. The DDA has applied to the provision of childcare since it came into force. At that time education was exempt from the Act.

1996 Education Act part IV

This Act consolidated previous SEN legislation. It is the foundation upon which developments leading to current legislation and statutory guidance are based.

1997 Excellence for All Children – Meeting Special Education Needs

This Green Paper set out the newly elected Government's vision for the then future delivery of SEN.

1998 Meeting Special Education Needs – A Programme of Action

This document set out plans for service developments and delivery. The plans are in tune with the vision set out in the Salamanca Statement i.e. the promotion of inclusion and education for all.

1998 Human Rights Act

This legislation incorporated into UK law the European Convention for the protection of Human Rights and fundamental freedoms. Article 2 of the first protocol states that 'no child should be denied the right to education'.

1998 School Standards and Framework Act

This Act introduced Early Years Development Plans. All local authorities are now required to show in their plans that they can place all children in relevant provision.

2001 Special Educational Needs and Disability Act (SENDA)

This consolidated the 1995 Disability Discrimination Act and the 1996 Education Act by strengthening the needs and rights of children with SEN to be heard and included within a mainstream educational setting. From September 2002 it became unlawful to discriminate against children with impairments in the provision of *any* service when a new Part 4 was added to the DDA 1995 covering educational provision. It promoted the need to provide a consistent approach to meeting children's special educational needs. SENDA set out guidance on policies and procedures in a revised Code of Practice which was published in 2001.

2001 Special Educational Needs Code of Practice (SENCOP)

This set out the legal policy framework for education settings and Local Authorities (LAs) to meet the requirements of children with SEN. The Code states that SEN is a matter for all members of the setting. It states the importance of the role of the SENCO in co-ordinating SEN provision for such children. From January 2002 early education settings, LAs, schools and those supporting them, such as health and social services, must have regard for the Code and fulfil their statutory duties towards children with SEN. Early education settings must have regard for the Code when fulfilling their duties to ensure that children with SEN are identified and assessed at an early stage and that effective provision is made for them. Although the Code is designed to help make effective decisions it is up to individual bodies to decide how to fulfil their duties. This Code replaced the five-strand model with the graduated response. The principles of the 2001 SEN Code of Practice are:

- Children with SEN should have their needs known and met.
- The special educational needs of children should normally be met within mainstream schools and settings.
- Children with SEN should be offered full access to a broad, balanced and relevant education.
- Parents should play a vital role in supporting their child's education.
- The views of the child should be taken into account.

2003 Every Child Matters (ECM)

In 2003 the Government published a Green Paper - 'Every Child Matters'. This set out the Government's commitment to improving outcomes for all children and young people. The Green Paper identified barriers for disabled children and those with SEN.

2003 Together From the Start

The Department for Education and Skills and the Department of Health jointly published this guidance. The guidance was aimed at professionals working with very young disabled children and their families in order to improve

service provision. 'Developing Early Intervention/Support Services for Deaf Children and their Families' was issued at the same time.

2004 Removing Barriers to Achievement

This strategy built on the proposals outlined in *Every Child Matters*. It sets out the Government's vision for integrating children's services and includes improvements to childcare for families of children with SEN and other disabilities. It provides a programme of action and review to support early years settings, schools and local authorities. The strategy aims at improving provision for children with SEN in four key areas: early intervention, removing barriers to learning, raising expectations and achievements and delivering improvements in partnerships. The strategy states that the role of the Special Educational Needs Co-ordinator is pivotal in co-ordinating provision and influencing policy development for children with SEN. It also commits to a national roll out of the Early Support Programme principles for working with disabled babies and young children.

2004 Children Act

This builds on the strategy and provides the legislative support for the *Every Child Matters: Change for Children* programme. The Children Act provides the legal underpinning for transforming services.

2004 The Children's National Service Framework.

Improving the health and well being of children are outcomes of the *Every Child Matters: Change for Children* programme. The National Service Framework (NSF) sets out a ten year programme for sustained improvement in children's health and well being through standards for the care of children, young people and maternity services. Standard 8 of the NSF has a specific focus on disabled children and young people and those with complex health needs.

2005 Choice for parents, the best start for children

The 10 year strategy for childcare sets out the Government's vision to invest in childcare and the early years sector to meet the needs of all families. For families with children with disabilities/SEN the aim is to provide affordable and appropriate childcare with flexible working times for parents. The current Childcare Bill will take forward key commitments from the Ten Year Strategy to help transform childcare and early years services.

2005 Disability Discrimination Act

This act introduces a general duty to promote disability equality within public sector bodies and education providers.

2005 Improving Life Chances for Disabled People

The Prime Minister's Strategy Unit published a plan for transforming the lives of disabled people. One of the areas of the strategy is early years and the

family, this focuses on family support, childcare and early education that enables young disabled children and their families to be economically and socially included.

2006 Common Assessment Framework

The green paper Every Child Matters proposed the introduction of a Common Assessment Framework (CAF). Between 2006 and 2008 all local authorities will be working towards implementing the CAF. This framework for children and young people will play a key part in developing a more proactive process in preventing difficulties. The CAF will provide a more effective way of identifying children's additional needs earlier and improve partnership working between all relevant agencies. Children's Trust will be able to develop the use of the CAF through non statutory guidance.

Appendix 2

Upwood Primary School IEP – see file

