

# Monkton Park Primary School Special Educational Needs and Inclusion Policy



<b>Reviewed– Every year</b>	<b>HR Committee</b>
<b>Adopted on 20/11/14</b>	

# **Monkton Park Special Educational Needs and Inclusion Policy**

## **Definition of Special Educational Needs:**

“Children have special educational needs if they have a learning difficulty which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Or
- 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 school.

(Special Education Needs Code of Practice 2001)

Special educational provision means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.

See section 312, Education Act 1998 in Special Educational Needs Code of Practice page 6.

We also refer to the definition offered by the Equality Act 2010:

A disabled person is defined as having a ‘physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.’

## **Aims**

At Monkton Park we believe in providing a happy, stable and safe environment which enables all pupils to enjoy learning and that all pupils are given equal opportunities to achieve their highest potential. We aim to ensure that all children with additional and special educational needs participate, as a right, in activities which enable them to have access to a broad and balanced curriculum including extra-curricular activities. Their participation in these activities should be compatible with the efficient education of other children and the efficient use of resources.

## **Objectives**

The objectives of this policy are to:

1. Enable staff and governors to match provision to entitlement for those children with additional barriers to learning within our school.

2. Ensure that provision is in line with the guidance from the Special Educational Needs Code of Practice.
3. Plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map (see SPTO) and where necessary to ensure that the targets set on individual education plans are specific, measurable, achievable, realistic and time-related (SMART).
4. Work in close partnership with outside agencies to support the needs and provision for children who have special educational needs
5. Monitor and measure the progress of pupils with additional needs and SEN, identify vulnerable children, evaluate the effectiveness of interventions used and use the Wiltshire Indicators and Provision Document to support this process
6. Ensure that the following fundamental principles are adhered to:
  - a) Any child with special educational needs should have their needs met
  - b) The views of the child should be sought and taken into account
  - c) Parents, and those with parental responsibility including corporate parents and carers have a vital role to play in supporting their child's education
  - d) Children with special educational needs should be offered full access to a broad, balanced and relevant education, including the National Curriculum
  - e) Provision for pupils with special educational needs is a matter for the whole school while the Governing Body and head teacher will take overall responsibility for the school's SEN policy
  - f) The policy will be subject to a regular cycle of monitoring, evaluation and review
  - g) The Governing Body must report annually on the effectiveness of the school's work on behalf of children with special educational needs.
  - h) The school will not treat disabled pupils less favourably for a reason relating to their disability and will take reasonable steps to ensure that they are not placed at substantial disadvantage to those who are not disabled. Please also see the **Equality Scheme and Access Plan**.

At Monkton Park School we will:

- Identify and monitor children's individual needs at the earliest possible stage so that attainment can be raised
- Plan an effective curriculum to meet the needs of children with special educational needs and to ensure that targets set on individual or group educational plans are Specific, Measurable, Achievable, Realistic and Time related.

- Raise the self-esteem of children having special educational needs acknowledging the progress they have made
- Ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them

## **Roles and Responsibilities**

### **Governors' Role**

The governor responsible for SEN is Barbara Hearn.

The governing body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible' person - the head teacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach that child
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a child with special educational needs participates in school activities together with other children without special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs require, the efficient education of the children with whom they are educated, and the efficient use of resources
- Have regard to the Special Educational Needs Code of Practice (2002) when carrying out its duties toward all children with special educational needs
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- Play a major role in school self-review and be fully involved in developing and monitoring the school's SEN policy
- Ensure that all governors are up-to date and knowledgeable about the school's SEN provision, including deployment of funding, equipment and personnel
- Ensure that SEN provision is an integral part of the School Improvement Plan
- Ensure that the quality of SEN provision is continually monitored
- Report to parents and other interested parties on the school's SEN policy

### **Head Teacher**

- Has responsibility for the day-to day management of all aspects of the school's work, including provision for children with SEN
- Must keep the governing body fully informed
- Work closely with the school's SENCO

### **The Teacher**

- To work alongside the SENCO to assess specific needs in order for the child to progress.
- To make the initial identification if appropriate.
- To prepare specific, measurable, achievable, realistic, time related targets and appropriate activities within the Individual Educational Plans.
- To involve both the parent and child when setting and reviewing IEP targets each seasonal term.
- To be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN using the guidelines of the Wiltshire Indicators and Provision document..
- To liaise and share information where appropriate with external support representatives.
- To regularly assess pupil's progress towards meeting targets and to build up supporting evidence if appropriate.
- Where children have recurring difficulties with behaviour, to keep a log of behaviour noting any significant patterns.

### **Teaching assistant**

The teaching assistant liaises with both teaching staff and external agencies to deliver the child's IEP. They monitor and help collect evidence of the child's progress to report to the class teacher and raise awareness of any concerns or difficulties as well as successes that have been achieved. The provision of teaching assistants is through the school's budget for SEN and is managed by the head teacher.

### **The Special Needs Co-ordinator**

The SENCO is Mrs Sara Dagger. She is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Working closely with head teacher, senior management and fellow teachers
- Being closely involved in the strategic development of this policy and has day to day operation of this policy
- Providing advice to staff and liaise with them on completion of Individual Education Plans
- Working along side staff in assessing children's needs and ensuring that children make progress
- Liaising with outside agencies and other schools
- Contributing to in-service training of staff
- Overseeing the purchase and use of specific resources for special educational needs

- Monitoring, evaluating and reporting on provision to the governing body in conjunction with the head teacher
- Managing teaching assistants and their CPD
- Liaising with parents of children with additional needs
- Attending and contributing to Pupil Progress Meetings each term.

## **SEN and the Equality Act 2010**

Under the Equality Act 2010, a disabled person is defined as having a 'physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.'

The Equality Act covers nine protected characteristics – including Disability. As a school, we have decided to discontinue our separate Disability Policy and instead adopt an overarching Equality Policy and Scheme. However, our Disability Access Plan is still in place as we still have accessibility duties regarding:

- Increased access to the curriculum
- Improvements to the physical environment to increase access
- Improvements to the provision of information for disabled pupils

Under the Equality Act, as a school we must:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

Dyslexia is also covered under the Equality Act where:

'In some cases, people have coping or avoidance strategies which cease to work in certain circumstances (for example where someone who has dyslexia is placed under stress). If it is possible that a person's ability to manage the effects of an impairment will break down so that effects will sometimes still occur, this possibility must be taken into account when assessing the effects of the impairment.'

*Paragraph B10, Guidance to the Definitions of Disability, Equality Act 2010*

The Act states that treatment of a disabled pupil amounts to discrimination where:

- A school treats a disabled pupil unfavourably
- This treatment is because of something arising in consequence of the disabled pupil's disability; and
- The school cannot show that this treatment is proportionate means of achieving a legitimate aim,

*Unless the school does not know, and could not reasonably be expected to know, that the pupil has the disability.*

As a school, we must also publish information to show that we have 'due regard' for equalities, as defined by the Act and publish at least one Equality Objective. For more information, please see our separate Equality Scheme and Access Plan.

### **Admission arrangements**

We strive to be a fully inclusive school. All children are treated according to their needs in line with our policy for equality of opportunity. No pupil will be denied admission because of his or her creed, race, or academic attainment. The normal admission arrangements apply. The Admissions Policy is based on the agreed Wiltshire policy.

Admission arrangements for reception children are:

- A letter is sent to parents detailing induction procedures and this includes an invitation to meet the Head teacher and Reception class teachers.
- There is an October meeting held to outline the Early Years Foundation Stage curriculum.
- The Reception class teachers liaise with pre-schools and other Early Years Settings. Children are usually visited by a Reception teacher in their Early Years Settings prior to starting at Monkton Park Primary School.
- In some cases, where a child has needed additional support in their early years setting, with parental permission, further information may be sought from the Early Years Intervention Team and a Transition Inclusion Support Meeting may be arranged by the school's SENCo. The child's parents, Early Years Setting and any other professionals involved with the child will be invited to attend and contribute.
- If the child has been receiving help in a specialised unit e.g. Springboard, this may be visited by either the reception teacher, SENCO or Head teacher.

When an older child transfers to the school parents are invited to visit the school before hand and meet the Headteacher, teacher and, if appropriate, the SENCO. Whenever practical previous schools attended by the child are contacted.

If a child is transferring into school with a Statement or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met. No child will be denied admission because of his or her creed, race, academic ability or physical ability. Where a child has a particular need e.g. wheelchair access, the Governors will make every effort to ensure the child's needs are fully met.

Any variation to the above will need to be agreed by the full governing body.

### **Arrangements for Co-ordinating Provision**

All teachers are responsible for ensuring that children with special needs are fully involved in the life of the class, such as participating in assemblies, literacy and numeracy lessons, class visits and residential trips. Inclusive education must ensure that pupil diversity is recognised and individual needs are met in respect to ICT.

For some children it is necessary for them to spend time in small group work within the classroom or to be withdrawn from the classroom for specific, timed activities. This work is related to needs identified in the children's individual or group education plans. This work complements classroom work and helps to develop skills, knowledge and understanding that can transfer to the classroom. It may be delivered by either teachers or teaching assistants. This provision is overseen by the SENCO to ensure that it meets the objectives of this policy.

## **Resources**

### **Physical resources**

Many of the resources used by children with special needs are available in the classrooms. Other resources are stored in the 'quiet rooms' at the junior end of the school and in the SEN cupboard in the Head teacher's office.

### **Human resources.**

There are currently no classroom teachers with additional qualifications in SEN, but the SENCO and TAs have attended courses and INSET for teaching staff has been provided on many aspects of SEN. Most recently, the Teaching Assistants attended an INSET day run by the Speech and Language Therapy Service entitled 'De-Mystifying Speech and Language Targets'. Mrs Dagger, the SENCO, completed Wiltshire County Council's Advanced SENCo course in 2009 and also completed the National Award for SENCos (Post Graduate Certificate) with Bath Spa University during 2010-11. She has also undertaken training relating to dyscalculia, run by the LA.

All Teaching Assistants work with identified children under the guidance of the teacher in consultation with the SENCO.

Children with statements receive individual support determined by allowance allocated by the LA, with the first 15 hours of any support package provided from the school's delegated budget.

### **Financial resources**

The governing body has determined that all LA delegated funding plus NPAs are used to provide additional resources, staffing costs and time allocated to the SENCO to manage special educational needs and meet the objectives of this policy.

## **Identification, assessment arrangements and review procedures**

In line with the guidance contained in the Special Educational Needs Code of Practice we are following a graduated approach. We use the **Wiltshire Indicators and Provision Document** to inform our decision making and to ensure equality of provision for all children with additional needs. This document clearly states the criteria we use to determine whether a child has additional needs.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas. These are currently:

- Communication and Interaction
- Cognition and Learning
- Behavioural, emotional and social development
- Sensory and /or physical

A key test of the need for action is evidence that current rates of progress are inadequate. There is no assumption that all children will progress at the same rate. Judgment is made in each case as to what it is reasonable to expect a particular child to achieve.

Where careful identification and assessment by the class teacher and/or the child's parents has determined a lack of progress the class teacher will consult the SENCO.

The class teacher, SENCO, parents and child will review strategies and strategies currently employed. If the review leads to the conclusion that the child needs more help over and above that which is normally available within the class or school then we will help the child through ***school action***.

### **School Action**

When a class teacher or the SENCO identifies a child with SEN the class teacher provides interventions that are additional to or different from those provided as part of the class' usual differentiated learning opportunities.

### **Triggers for intervention through School Action**

- Makes little or no progress even though work has targeted their identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in 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 provision of a differentiated curriculum

Additional information or in some cases outside agency advice will be sought. Parental consent to obtain this information will always be sought. This information will be used to decide on further action. This will involve discussion with child, parent, teacher and SENCO. A child who is placed at School Action on the school's SEN register will normally be accessing an intervention programme and or being supported in class during English and/or Maths lessons. Their progress will be tracked using SPTO and the Provision Map.

Where the child still continues to make little or no progress towards their targets despite the strategies employed or where the child is still working at National Curriculum levels significantly below that of his/her peers we will, in consultation with parents consider moving their child to:

### **School Action Plus**

This means that we will seek further specialist help from external agencies provided by the LA and other external agencies such as health. These agencies may advise teachers on new targets or support strategies as necessary. They may also provide specialist assessments that can inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities. Children at this stage of the Code of Practice will also have an IEP (Individual Education Plan) and may have a One Page Profile, outlining their strengths and needs.

The IEP will contain:

- Short term targets
- Teaching strategies
- How provision will be made
- A start date and a review date
- Any outcomes of the review

All IEPs will be reviewed at least termly and targets will be discussed at parents' evenings or individually arranged meetings with the class teacher and/ or SENCo.

External agencies who have been asked to assess the child will have access to relevant records to establish what strategies have previously been employed and what targets have been set. An IEP may be re-written to reflect new targets after a consultation has taken place. This will be reviewed by the class teacher and teaching assistants at least termly. Changes to targets will also be discussed with parents. We will use the Wiltshire Indicators and Provision Document to decide whether there is a need to increase the level of support in place.

### **Triggers for intervention through School Action Plus:**

- 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 literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning or that of the class group, despite having an individualised behaviour management plan.
- 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 relationship and cause substantial barriers to learning.

### **Request for statutory assessment.**

Where, the child still makes little or no progress in the targeted areas, we will discuss with parents the need for us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a statement of special educational need.

### **Children with statements**

Where a child has received a statement of special educational need we will carry out an annual review which parents, relevant external agencies, SENCO and the class teacher will be invited to attend.

### **Links with External Agencies**

Close links are maintained with the LA support services. Where it is necessary to contact external agencies, the SENCO will make the necessary arrangements and ensure that parents are informed. These agencies normally include the Local Area Team, SEN Support Service (formerly the Learning Support Team), PASSIS Team, speech and language therapy service, Behaviour Support Team, Social Services, Wiltshire and Bath Area Health Authorities and LA personnel.

Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans.

### **Links with Other Schools**

Links are maintained with all the Secondary Schools in Chippenham to ensure smooth transition between years 6 and 7. Children in years 5 and 6 are invited to visit the schools and spend a day working with teachers from the school. SENCOs from all the schools also visit the school to meet the children, teachers and SENCO in order to discuss future provision. Parents are encouraged to visit the schools themselves and discuss any individual needs. If children are to transfer to schools outside Chippenham similar arrangements are made with the receiving school. Where a child has a statement of special educational need, the relevant secondary school will also

be invited to the Transfer Review Meeting in the summer term of Year 5 This will enable them to answer any questions posed by parents about provision at secondary school and to help to formulate a smooth and supportive transition plan for the child concerned.

If a child with special needs transfers from another primary or a special school the child's previous school is contacted to clarify the previous level of provision.

We also have links with a variety of Early Years Settings in the area to ensure smooth transitions for children in the Foundation Stage and informal links with St Nicholas Special School to inform our practice. Relevant staff members also attend workshops at Charter Primary School, which has an Autistic Spectrum Unit. The SENCo liaises with Frogwell Specialist Learning Centre as required. As part of the Chippenham Town Partnership, we have close links with all of the Primary Schools in Chippenham through termly cluster meetings and attendance at the monthly Multi-Agency Forums. Our SENCo is shared with Redland Primary School which enables us to share some resources and training needs across the two schools.

### **Links with Parents**

Parents or carers are seen as crucial partners in the effective working relationship with the school in raising their child's attainment. Positive involvement is needed to support educational or behavioural initiatives. We achieve this positive involvement by:

- Informal discussion about their child's needs
- Formal review evenings
- Requesting parental consent before approaching outside agencies
- Sharing outcomes of these meetings
- Suggesting resources, ideas and strategies parents might find helpful to use at home
- Explanation in the school brochure
- Encouraging parents or carers to involve their children in decisions about their needs and how they can best be met

Parents will be asked to sign and comment on their child's IEP. This will usually occur at the termly parents' evenings. However, if necessary, this can happen at other times during the school year, e.g. to coincide with an annual review of a statement.

### **In-Service Training**

The SENCO, teachers and support staff all have the opportunity to attend inset in order to help them work more effectively with children with Special Needs. Staff who attend courses outside school will provide feedback through staff meetings. The SENCo will be involved in coordinating provision of inset. TAs provide regular feedback at the termly meetings with the SENCo and other TAs to disseminate good practice and useful resources.

## **Criteria for evaluating the effectiveness of this policy**

This policy will be evaluated against the objectives stated and measured by:

- Parents being aware of individual targets for their child.
- Children being involved in discussing contributing to and reviewing their individual plans.
- Teachers planning to reflect the learning objectives of children with special educational needs.
- Children's attainment or progress being raised, as measured by objective testing, tracking at Pupil Progress Meetings using School Pupil Tracker Online and the teachers' professional judgment.
- Monitoring and analysis of attainment and progress through SPTO and termly Pupil Progress Meetings, which are attended by individual class teachers, the SENCo and members of the Senior Management Team.
- Internal evaluation by the responsible person and the advisory staff from the LA
- Monitoring of procedures and practice by the SEN governor
- Value for money review of our Special Educational Needs funding
- Any external evaluation or inspection

### **Our success criteria**

#### **SC(a):**

A large majority of the children identified as needing IEPs reach their expected targets as judged through objective testing and/or teacher's professional judgement. IEP targets will be monitored after termly reviews by the SENCO to measure whether this criteria has been met.

#### **SC(b):**

All IEPs include written/recorded comments from parents/carers and children (in KS2), and reflect where necessary outside agency involvement.

#### **SC(c):**

In school tracking indicates that a large majority of children who are identified on the SEN register will make progress according to the Progression Guidance materials. We work to ensure that children with special needs make good progress whilst at Monkton Park School.

#### **SC(d)**

Attainment data between KS1 and KS2 (as reported in RAISEOnline) indicates that attainment for those on the SEN register is better than national data.

#### **SC(e)**

Value added data on RaiseOnline indicates that pupils on the SEN register have a value added score of 100 or more

## **Complaints Procedure**

By fostering an atmosphere of open communication and co-operation it is hoped that disagreements will be minimal. However differences of opinion may occur from time to time and so our complaints procedure is as follows:

1. An informal approach should be made to the class teacher or Headteacher. The SENCO should be available for consultation if requested.
2. If the problem cannot be resolved then the formal complaints procedure comes into force.

**Please also see our separate School Complaints Procedure.**

Other relevant policies include : Equality Scheme, Disability Access Plan, Complaints Procedure, Behaviour Policy.

## **Appendices:**

1. Wiltshire Indicators and Provision Document quickchecker
2. Blank Individual Educational Plan
3. Provision Map 2013-14 (SPTO)

## **Date of Review**

This policy was reviewed in November 2014. It will be reviewed annually.

**Please note, a comprehensive review of this policy will take place during the 2014-15 academic year to ensure it reflects the new SEND Code of Practice which comes into force on 1<sup>st</sup> September 2014.**

**Agreed by the governing body on: 20/11/14**

**Signed.....(Chair of Governors)**