

Special Educational Needs Inclusion Policy 2016 /2017



1 Introduction to Special Needs at Moorthorpe Primary School

From 1 September 2014 the provisions in the Children and Families Bill came into force.

From this date the following guidance will cease to have effect:

- SEN Code of Practice (2001)
- Inclusive Schooling (2001)
- Section 139A Learning Difficulty Assessments Statutory Guidance (2013)

Our SEN policy at Moorthorpe Primary School reflects these changes.

2 Aims and objectives of the policy

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.
- To involve children and parents in decision making
- To collaborate between education, health and social services to provide support

3. What is understood by special needs ?

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or

MOORTHORPE PRIMARY SCHOOL

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

MOORTHORPE PRIMARY SCHOOL

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

legislation and guidance

Legislation

Disabled children and young people without SEN are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

The Equality Act 2010

Everyone covered by this Code has duties in relation to disabled children and young people under the Equality Act 2010. They **must** not discriminate and they **must** make reasonable adjustments for disabled children and young people. Public bodies are also under wider duties to promote equality of opportunity.

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Guidance

Where appropriate, references are made to other relevant legislation. The Code does not give guidance in relation to that legislation but signals where it can be found.

Related guidance includes:

- 'Working Together to Safeguard Children' (2015): Statutory guidance which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children.
- 'The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review)' and 'Volume 3 (Planning Transition to

-

Adulthood for Care Leavers): Guidance setting out the responsibilities local authorities have towards looked after children and care leavers.

- 'Equality Act 2010: Advice for school leaders': Non-statutory advice from the Department for Education. It has been produced to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act.
- 'Managing Medicines' (2013)
 - Supporting pupils with medical conditions (2015)

4 . Types of special educational needs

The main areas of difficulty or need are set out in the SEN Code of Practice. The Code of Practice recognizes that there are not hard and fast categories of special educational need, and that each child is unique, having needs and requirements which may fall into at least one of four areas:

A. Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

B. Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (BESD)

C. Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

D. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Difficulty (PD).

E. Medical needs

5 . Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;

MOORTHORPE PRIMARY SCHOOL

- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy - enabling them to enjoy and achieve
- planning to develop children's understanding through the use of all available senses and experiences - enabling them to make a positive contribution
- planning for children's full participation in learning, and in physical and practical activities - enabling them to stay healthy
- helping children to manage their behaviour and to take part in learning effectively and safely - enabling everyone to stay safe
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning - enabling them eventually to achieve economic well being.

6. The local offer

Moorthorpe Primary has an SEN report which is published on our school website, setting out in one place information about provision we provide for children and young people in our school who have SEN, including those who do not have EHC plans.

Our SEN report has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available; and
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents and carers, and service providers in its development and review.

The SEN report can be found on our school website and parents are informed of its location both on the school website and via our parent text system.

6 . Summary of provision Wave 1

All teachers should plan to deliver quality first teaching to all pupils, including those with special educational needs. Examples of this general provision include:

- Access strategies planned and utilised to include all children in literacy and mathematics lessons (e.g. differentiated questioning, use of alternatives to questions, range of interactive techniques, use of multi-sensory approaches).

MOORTHORPE PRIMARY SCHOOL

- Providing a range of learning opportunities, including open-ended investigations, problem-solving activities, effective didactic teaching and interactive learning.
- Organising pupils into different groups which are appropriate for the tasks set, including whole-class, large groups, small groups, pairs and working alone.
- Supporting the learning opportunities by providing a wide range of materials and resources.
- Giving positive feedback to each child identifying how further progress can be achieved.
- Providing a model that promotes the valuing of others, with shared learning and group co-operation.
- Opportunities taken to model activities for independent work or further reinforcement by a learning support assistant.
- Learning support assistant support for targeted children or groups during whole-class sessions.
- Focused group work with the teacher.
- The use of age-appropriate whole-class shared text work.
- The effective use of the plenary to assess, secure and reinforce the learning of all children.
- The provision of a range of opportunities for recording, and alternatives to paper and pencil activities, which show evidence of progression from previous years, e.g. images, charts, oral presentation, ready-made text, ICT, sorting and labeling, the use of symbols and scribing. **It should be noted that hearing aids, large print and ICT recording aids such as an AlphaSmart are considered *reasonable adjustments* and therefore a Wave 1 provision. They do not need, therefore, to be specifically recorded on an individual education plan (IEP).**

7. Wave 2 provision

Wave 2 provision comprises quality first teaching plus additional small group provision. Examples of small group provision include:

- Rapid maths intervention.
- Reading eggs / mathletics
- Read Write Inc / Fresh start

MOORTHORPE PRIMARY SCHOOL

- Working memory intervention
- First class in arithmetic
- Booster groups.
- Small-group work based on Primary National Strategy objectives tracked back to earlier years.
- Additional guided reading using texts which are age-appropriate and at a suitable level of challenge, including with an learning support assistant.
- Writing intervention groups, using the Write Reason materials, for example.
- Handwriting groups.
- Extra reading comprehension (cracking code comprehension)
- Use of practical resources and images to model and illustrate methods of calculation.
- Additional, focused opportunities for guided writing with the class teacher or learning support assistant.
- Additional opportunities for guided oral language development, e.g. Talking Partners / nurture talk
- Opportunities for pre-teaching in preparation for whole-class sessions.
- Work with groups of children (who may formerly have been at School Action) who are (now) deemed to be making adequate progress (see "Identification of Special Educational Needs" later in this document) but for whom the work is shown to be beneficial and an efficient use of time and resources.

While it is not mandatory, it is good practice to discuss Wave 2 provision with pupils and parents.

An assessment will be undertaken of each pupil's skills / attainment before and after wave 2 interventions to track individual progress and to monitor the effectiveness of the intervention.

8 . Summary of wave 3 provision

Wave 3 provision comprises quality first teaching plus specific, targeted support for children with special educational needs (see "Identification of Special Educational Needs" later in this document).

MOORTHORPE PRIMARY SCHOOL

This specific, targeted support should be recorded on an individual education plan (IEP).

The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN.. The parents should also be informed about the confidential Wakefield Parent Partnership Service, and, if appropriate, the Primary Behaviour Service. The SENCO holds leaflets which explain one page profiles, the SEN process and stages and the types of meetings which parents may wish to attend.

The pupil receiving this specific, targeted support will be deemed to have special educational needs at and therefore placed in the SEN register under SEN support.

In theory, a Wave 3 intervention should produce a 2-for-1 return, e.g. two month's progress in a measurable criterion such as reading age for each month of intervention. The margin of error in standardised tests should of course be considered.

Other examples of Wave 3 provision include modified intervention sessions for individuals or small groups, the teaching of behaviour management strategies to enable participation in whole-class sessions, and individual support from visiting specialists for pupils at SEN support or those who have an education and healthcare plan (EHC)

9 . Identification of Special Educational Needs

We have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

MOORTHORPE PRIMARY SCHOOL

- widens the attainment gap 6.18 It can include progress in areas other than attainment - for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous assessments

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

10. SEN support and one page profile

The appendix contains a copy of the school's one page profile proforma. The one page profile is children centered and is produced in consultation with the child.

The one page profile should include:

- What I am good at / How I like to be supported / What I enjoy
- The pupil's view, if this can be ascertained
- The view of parents / guardians
- Contributors to the profile
- The short-term, clear and specific targets for the child
- The teaching strategies to be used and the provision to be put in place
- The success criteria for each target
- The evaluation of progress against each target
- The date and time for the review of the profile
- The outcomes of that review when it takes place.

Children should be enabled and encouraged to participate in setting the learning targets recorded on their profiles, and to give their opinions regarding the progress they are making.

MOORTHORPE PRIMARY SCHOOL

Parents will be invited to discuss, and give their opinions and input regarding, their child's Profiles, and will be invited to each review when new targets will be agreed. Parents will be able to speak with the class teacher or SENCO at any stage regarding their child's progress, and their input will be sought and valued.

One page profiles must be reviewed at least three times a year. One of these reviews may coincide with a parents' consultation evening, although it should be recognized that some parents may prefer a more private meeting.

On the profile targets will be set and should focus on a maximum of four individual targets chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs.

A one page profile should usually be written by the child's class teacher.

After a profile has been completed, a working copy should be made which will be held by the class / subject teacher or the learning support assistant who works with the child. Dated records of interventions and their results are made on this working copy, except in the case of interventions with their own recording systems.

All children will have one page profile files and these should up kept up to date. The SENCO will monitor these files each term.

Targets set should be SMART (specific, measurable, attainable, realistic and achievable within a given time). IEPs should be crisply written, and free from jargon wherever possible.

When a profile is reviewed, comments should be made upon:

- The progress made in meeting the targets, including deciding which targets, if any, need to be continued onto the next profile
- New targets for the next profile, if necessary
- How successful the implementation of the current profile has been, including **evaluations**.

Evaluations may be:

- Whether or to what extent the targets have been met.
- Were the targets set too hard / too easy?
- Were any changes made to agreed strategies?
- Did the targets have to be broken down into smaller steps?
- Were the resources which were made available adequate?
- Has the profile led to greater access to the overall curriculum?

A brief record of discussions at the review should be made on the child's SEN log.

11. SEN support

If, despite receiving an individualised programme and / or concentrated support a child:

- 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 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 by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

then it is appropriate to seek the guidance of the Learning Support Service (LSS), Educational Psychology Service (EPS), Special Needs Support Service (SENS) or Speech and Language Therapy (SALT). This guidance should be initially taken in the form of a consultation, which will take place 3 x per year. During these consultations notes will be taken and recorded.

If one of these services agrees to provide guidance relating to the individual child, and this guidance is acted upon in school, making a contribution to the planning, reviewing and implementation of the one page profile. in school, then the child should be recorded as SEN support. A child can also be identified as having SEN support if there attainment is significantly behind their peers and they receive interventions.

The progress of children who are placed at SEN support will be reviewed twice annually at Planning Meetings, where the SENCO, Learning Mentor, Headteacher, and representatives of LSS and the EPS will be present. A teacher seeking guidance from outside agencies regarding a child must seek the permission of parents/guardians, who should sign a completed Request for Service Involvement Form (held by the Learning Mentor). This request for service involvement may only be requested once the child has been discussed at consultation. (however, for certain cases, such a child from outside the authority, then an immediate request may be made)

Note that a child with Severe Learning Difficulties should still have an one page profile which allows them to follow a curriculum *broadly similar* to the rest of the children, with Literacy and Mathematics progress recorded on P-Scales where appropriate.

12. School request for an EHCP - Education and Health Care Plan

MOORTHORPE PRIMARY SCHOOL

The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges (as set out in the information on identification and support in Chapter 6).

A local authority **must** conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions. This statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider.

EHC plans **must** be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans **must** set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

Statutory assessment will not always lead to an EHC plan. The information gathered during an assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs from within available resources.

Requesting an assessment

The following people have a specific right to request that a local authority conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- a. The child's parent (or an advocate on their behalf).
- b. The young person over the age of 16 (or an advocate on their behalf).
- c. A person acting on behalf of a school or post-16 institution (this should be with the knowledge and agreement of the parent or young person where possible).

In addition, anyone can bring a child or young person who has (or may have) SEN to the attention of the local authority. This could include, for example foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Again, this should be done with the knowledge and agreement of parents or the young person where possible.

Considering whether an assessment is necessary

MOORTHORPE PRIMARY SCHOOL

Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority **must** determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.

A parent, an agency such as a health authority or social services, or an educational setting may request a statutory assessment of the child's needs.

The decision to request a statutory assessment would normally be made after a School Action Plus involvement where progress is not made and serious difficulties are persisting and the child has demonstrated a significant cause for concern.

The following points should be kept in mind and may need to be relayed to parents:

- referral to another agency, e.g. educational psychology, does not necessarily lead to a statement.
- statutory assessment does not necessarily result in statement.
- A statement does not automatically result in additional provision
- The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. The views of parents will be sought

13 . Issuing of an Education and Health Care Plan (EHCP)

The Local Authority makes a decision to issue an EHCP when the advice received through the statutory assessment process indicates that the child's needs are such that the LA should determine the special educational provision. The statement describes the child's SEN and the provision to meet these needs. Some needs may be met by existing resources normally available in school but for other needs additional or alternative provision may be made by the LA.

The Statement of SEN

A statement is a legal document which specifies the child's special educational needs and secures the special educational provision made for a child by an LA.

My support plan

Each child's statement must be reviewed annually through "My support plan". Meetings between school staff, parents and representatives of outside agencies are chaired by the headteacher. The SENCO is always present.

At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales to other parents. In a very few cases the options

MOORTHORPE PRIMARY SCHOOL

may not be clear at the Year 5 review, in which case it may be necessary to hold an interim or early annual review in the autumn of Year 6.

14. Roles and responsibilities

In our school the Headteacher, Mrs P Pollard and Special Educational Needs Co-ordinator (SENCO): Miss S Hudson together

- manage the day-to-day operation of the policy;
- co-ordinate the provision for, and manage the responses to, children's special needs;
- support and advise colleagues;
- report to the governing body

The SENCO

- maintains the school's SEN register;
- supports staff in managing the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- suggests resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the headteacher
- manages a range of resources, human and material, linked to children with special educational needs.

The Learning Mentor

- Mrs J Hardy is our learning mentor. She works closely with the Headteacher, SENCO and support staff (including lunch time supervisors.) She
- Provides support for individual pupils with a wide range of needs
- Provides group support for children experiencing social difficulties
- Helps with transition to High School for our pupils with SEN
- Acts as an important link with families and outside agencies
- Offers clerical support to the SENCO

The role of the governing body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

MOORTHORPE PRIMARY SCHOOL

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Role of the Classroom Teacher

The class teacher will be responsible for the delivery of a differentiated curriculum and monitor, evaluate and record progress made. The class teacher is also responsible for writing and ensuring a child's IEP is followed.

The class teacher will discuss with the SENCO any child who may not be making adequate progress.

Further responsibilities of the classroom teacher are detailed under "Identification of Special Educational Needs", "School Action - the IEP" and "School Action Plus".

The Role of Learning Support Assistants

LSAs play a vital role in helping to raise and maintain standards of achievement for all children, including SEN children within school.

LSAs will liaise with the class teacher / SENCO in discussing the progress of pupils against their targets and in suggesting future targets.

LSAs will in most circumstances maintain the annotated working copy of a child's one page profile in a file with the child's intervention work.

15 .Allocation of resources

The Head teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher decides how to use funds directly related to statements. Children with a statement are supported by learning support assistants in a variety of ways - in whole class situations, in small groups and in a one to one situation. Children with a statement are encouraged not to become too reliant on any single adult and so responsibility may be shared between more than one member of staff.

The SENCO is responsible for collecting the necessary documentation to apply for statements or for appeals to moderation panel if hours are deemed inappropriate or insufficient.

16. Partnership with parents

Our school newsletter contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

17. Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff the headteacher regular updates on the impact of the policy on the practice of the school.

.

Signed:

Headteacher

SENCO

Date:

RESOURCES

The SENCO maintains a detailed inventory of all SEN resources, which is updated regularly. Copies of the inventory and updates to it are circulated to teaching staff and educational support assistants. Resources are recorded in the following categories:

- Phonically regular words
- High frequency / sight recognition words
- Sentence work
- Reading and reading comprehension
- Composition
- Speaking and listening
- Handwriting
- ICT
- Mathematics.