

Special Educational Needs /Inclusion Policy

1 Introduction to Special Needs at Moorthorpe Primary School

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. We take account of the five outcomes in Every Child Matters in all areas of our curriculum but we are particularly sensitive to these when ensuring that our planning is truly inclusive for all children, especially those we consider to have special needs.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have particular learning and assessment requirements that could create barriers to enjoying and achieving, making a positive contribution, staying safe or healthy or achieving economic wellbeing.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

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.

3. What is understood by special needs ?

The term special needs was introduced in the Warnock Report (1978) and used subsequently to replace categories of handicap.

Definitions of Special Educational Needs (SEN) as quoted in the Special Educational Needs Code of Practice (2001) include the following:

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:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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

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

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial [not trivial or minor] and long-term adverse effect on his ability to carry out normal day-to day activities.

Section 1 (1), Disability Discrimination Act 1995

The Disability Rights Commission provided a list in 2005 of possible impairments:

- sensory impairments
- epilepsy, rheumatoid arthritis and muscular dystrophy
- heart conditions
- dyslexia, dyspraxia, autistic spectrum disorder (ASD)
- moderate learning difficulties (MLD) and severe learning difficulties (SLD)
- mental health conditions and personality disorders
- the effects resulting from injury to body or brain functions.

Emotional and Behavioural Difficulties are not listed as a disability unless there is a diagnosis of a cause, for example Attention Deficit Hyperactive Disorder (ADHD).

The SEN and Disability Act 2001 amended the Disability Discrimination Act 1995 by extending disability discrimination to schools, colleges, universities, adult education and

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youth services. The Act required schools to overcome physical features which impeded access to a service and to plan "reasonable adjustments" for disabled children, such as training personal support assistants, planning accessible activities in an accessible environment, providing flexibility in terms of toilet arrangements and providing flexible transport. Schools were also required to write effective and inclusive individual education plans (IEPs) for those children with SEN. Schools were required not to treat disabled pupils "less favorably" when applying for a place at school. Providers of education had to ensure that they did not discriminate against pupils on the grounds of disability.

Subsequent guidance, issued by the DfES in September 2007, stated that, while schools are not required to write Individual Education Plans, they must

- identify learning targets for individual pupils with SEN
- plan additional or different provision from the differentiated curriculum offered to all pupils
- review provision in the light of individual pupil outcomes.

4 . Types of special educational needs

The main areas of difficulty or need are set out in the SEN Code of Practice, Chapter 7. 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).

There is also a category of Other (OTH) which only applies to pupils at *School Action Plus* where there is no clearly identified special educational need.

See the appendix for further information on these areas of need and how pupils' needs should be recorded. (Information taken from "Data Collection by Type of Special Educational Need" Ref: DfES-1889-2005.)

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;
- 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 . 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).
- 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.

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- 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:

- Springboard programmes.
- 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

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- 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
- 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).

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. (Education Act 1996). 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 IEPs, 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 either School Action, School Action Plus or School Action Plus with a Statement of SEN and (although this is not mandatory) will be recorded on the school's SEN Register.

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 Springboard 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 School Action Plus or School Action Plus with a Statement of SEN.

9 . Identification of Special Educational Needs

We adhere to the Code of Practice and to LA guidelines when assessing and providing for children with Special Educational Needs

Every Child Matters recognises that early intervention is vital to achieving better outcomes for children with SEN and disabilities.

The SENCO liaises with

The key indicator that a child has SEN is that the child is not making adequate progress. The school's "Colour-by-numbers" tracking data is used to identify children who may not be making adequate progress. There should not, however, be an assumption that all children will progress at the same rate. **A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve.** Adequate progress is defined in the Code of Practice (5:42) as progress which:

- closes the attainment gap between a child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline , but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures full access to the curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

If a teacher feels that a child may not be making adequate progress as defined above, they should discuss the child's progress with the SENCO and record summary notes of the meeting on a Special Educational Needs child log sheet. The child will be recorded at the foot of the register as being of concern. However, they will not be recorded as having special educational needs.

If, following further monitoring, it is felt that the child requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, because, despite receiving differentiated learning opportunities, the child has:

- made little or no progress even when teaching approaches have been targeted particularly in a child's area of weakness
- shown signs of difficulty in developing literacy or mathematics skills which have resulted in poor attainment in some curriculum areas
- presented persistent emotional or behavioural difficulties which have not been ameliorated by the behaviour management techniques usually employed in the school

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- sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

then the child has special educational needs, the child's parents must be informed, the child will require an individual education plan (IEP) and they must be recorded on the school's SEN Register at School Action.

10. School Action and IEP's

The appendix contains a copy of the school's IEP proforma, as well as a copy of the STEPS breakdown, where interventions can be broken down into up to six steps and fine progress more accurately recorded, when this is appropriate to the intervention. Some interventions such as Catch Up and PAT have their own recording systems which should not be duplicated on a STEPS sheet.

The IEP should only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.

The IEP should include:

- The nature of the child's SEN / the child's current level of attainment / long term aims of the provision
- The pupil's view, if this can be ascertained
- The view of parents / guardians
- Contributors to the IEP
- 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 IEP
- 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 IEPs, and to give their opinions regarding the progress they are making.

Parents will be invited to discuss, and give their opinions and input regarding, their child's IEP, and will be invited to each IEP 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.

IEPs must be reviewed at least twice 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.

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An IEP 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.

An IEP should usually be written by the child's class teacher.

After an IEP 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. The original IEP is to be kept in the IEP file.

Under the personalisation of learning agenda outlined in Removing Barriers to Achievement, a child with SEN should have targets which tie in, at an appropriate level, with the targets of the whole class for the current unit of work. As many mathematics targets may be covered over a half-term, it is only realistic to pick certain ones.

Targets set on an IEP 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 an IEP 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 IEP
- New targets for the next IEP, if necessary
- How successful the implementation of the current IEP 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 IEP 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. School Action Plus

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

- continues to make little or no progress in specific areas over a long period

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- 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). **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 IEP in school, then the child should be recorded at School Action Plus.**

The progress of children who are placed at School Action Plus 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).

Note that a child with Severe Learning Difficulties should still have an IEP 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 statutory assessment

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.

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- 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 Statement

The Local Authority makes a decision to issue a statement 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.

Annual Review

Each child's statement must be reviewed annually. 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 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 , Mr E Cottle 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;

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- 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.

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.

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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 IEP 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

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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.