



St. Margaret's C.E. Primary School

Special Educational Needs, Disability and Inclusion Policy

Rationale:

St. Margaret's is committed to providing an appropriate and high quality education to all children. We believe that all children, regardless of age, gender, ethnicity, attainment, disability or background, as well as those identified as having Special Educational Needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included within all aspects of school life.

This policy explains the way in which we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. Such requirements are likely to arise as a consequence of a child having special educational needs.

At St. Margaret's we recognise that 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.

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. Such children may need additional help or different help from that given to other children of the same age.

Aims:

The National Curriculum provides a starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

We do this through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We aim to identify these needs as early as possible in order to provide the appropriate teaching and learning contexts that enable every child to achieve their full potential.

We aim to.

- 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 ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Objectives:

- To ensure the SEN and Disability and Discrimination Act (DDA) and relevant Codes of Practice and Guidance are implemented effectively across the school.
- To ensure the equality of opportunity for, and eliminate prejudice and discrimination against children special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class teachers, SENCo and support staff as appropriate.

(*Except where disapplication, arising from a statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those recorded as having SEN at School Action or School Action Plus, as well as those children identified as gifted and talented (see separate policy).
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children who move on from us are well equipped in the basic skills of Literacy, Numeracy and Social Independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Provision:

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

School Action:

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information.

School Action Plus

If the teacher and parents feel that the child would benefit from further support an Individual Education Plan (IEP) is set up. The IEP shows the short-term target set for the child, and the teaching strategies to be used. It also indicates the planned outcomes and the date for the plan to be reviewed. IEPs are reviewed and new targets set each term. Assessment of progress towards the targets are also kept. The SENCo will then take the lead in further assessments of the child's needs.

Statement

If the child continues to demonstrate significant cause for concern, the SENCO/Head and Educational Psychologist work together to make a request for statutory assessment to the LA. A range of written evidence about the child will support the request. 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 outcome may be a Statement of Special Educational Needs, which secures additional funding to the school for meeting the needs as outlined in the Statement.

Children with a statement also receive support through an Individual Education Plan (IEP) which is set up. The IEP shows the short-term target set for the child, and the teaching strategies to be used. It also indicates the planned outcomes and the date for the plan to be reviewed. IEPs are reviewed and new targets set each term. Assessment of progress towards the targets are also kept. The SENCo will then take the lead in further assessments of the child's needs.

Arrangements for Co-ordinating SEN Provision

In our school the SENCO/SENCO Support:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as one of the links with parents;
- acts as the link with external agencies and other support agencies;

- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

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.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

The SEN governor/headteacher ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Assessment

Early identification is vital. The class teacher, with support from the SENCo if required, informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCo works with parents/carers and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller, achievable steps in order to aid progress and provide detailed and accurate indicators.

Partnership with parents/carers

We make every attempt to work closely with parents/carers in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents/carers. Parents/carers have much to contribute to our support for children with Special Educational Needs.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We request from the parents/carers permission to involve any outside intervention that we think will be beneficial.

We share the process of decision-making by providing clear information relating to the

education of children with special educational needs.

Pupil participation

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

We are beginning to involve children more, at an appropriate level, in setting targets in their IEPs. When relevant, they attend review meetings to make judgments about their own performance against their IEP targets.

Monitoring and review

Policy and provision is kept under review by regular meetings between the Head, the SENCO and SENCO Support.

All staff are invited to attend relevant SEN training as and when appropriate.

References and useful reading

'SEN Code of Practice' November 2001 DfES 581/2001

The Education Act 1996

SEN and Disability Act 2001

'SEN Toolkit'

'Every Child Matters'

'Excellence and Enjoyment'

'Equality Act 2010'

'Education (SENCO) Regulations 2008'

'Children's Act 2006'

This policy was considered by the Governing Body at their meeting on 2nd May 2012.

It will be reviewed in the Summer term of 2013.

Signed:

Date: May 2012