

Inclusion and Special Needs Policy

Reviewed October 2014

Ethos of the School

The School aims to provide a caring and supportive environment in which all pupils are valued equally and are given the opportunity to develop to their full potential.

We operate a policy of total INCLUSION at Seton School, where no child is excluded and all children have equal opportunities to learn and take part in all our activities.

Inclusion and SEN Policy

We operate a system of total inclusion at Seton School in order to give all pupils access to the National Curriculum and all other activities connected with the school so that they have a broad and balanced curriculum.

In adopting this policy statement the staff of Seton School accept that pupils with special educational needs are the shared responsibility of the whole staff. All children are included in all our activities.

Objectives

1. To provide within the school a flexible and staged structure of provision for meeting pupils' special educational needs.
2. To give a differentiated curriculum for all pupils to meet their individual needs.
3. To establish a system of record keeping that will facilitate, through continuous and staged monitoring, the identification and diagnosis leading towards, where necessary, individualised or grouped learning programmes.
4. To foster and maintain links with all outside agencies and educational support services.
5. To initiate and facilitate staff development programmes concerned with special educational needs.
6. To foster and maintain effective links with secondary and special schools to ensure identification and successful transfer of pupils with special educational needs.
7. To ensure that parents are involved as partners in the education of their children.

The School's Governing Body

The governor with special responsibility for SEN is Mrs K Foster-Goldsbrough.

The responsibility for arrangements to identify, assess, and meet the special educational needs of pupils rests with the governors. They have specific duties:

The Governing body must:

- Do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the Headteacher or the appropriate Governor has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Draw up, and report annually to parents on, their policy for Pupils with special educational needs.

The Headteacher: Mrs R Barningham

The Headteacher is the "responsible person" in receipt of information from the local education authority regarding the special educational needs of pupils within the school. She will be the principal agency through whom governors discharge their duties.

The Co-Ordinator for Special Educational Needs: is Mrs R Carvell

The co-ordinator's responsibility embraces the following areas:

1. Advising class and subject teachers.
- b. Providing In-service Training.
- c. The day to day operation of the School's SEN policy, including advice on provision maps and Individual Education Plans (IEPs).
- d. Working with parents of children with special educational needs.

- e. Liaising with external agencies including the educational, learning, behaviour and psychology services, educational social workers, pre-school, sensory and other support agencies, medical and social services and voluntary bodies.
- f. Identifying and assessing pupils with special educational needs.
- g. Updating and overseeing the records on all pupils with special educational needs.
- h. Evaluating the effectiveness of the interventions

1. Advising Class and subject Teachers

The co-ordinator for special educational needs is available to provide colleagues with information and advice pertaining to Special Educational Needs.

2. Providing In-Service Training

The Co-ordinator for Special Educational Needs initiates, facilitates and participates in staff development programmes both within the school and the local area.

3. The day to day operation of the school's SEN Policy

In Seton School some classes are smaller so that teachers can implement their own Special Needs Programmes. The provision of a second Infant class has allowed this to happen, being primarily funded by the large number of children taking free school meals.

Quality First Teaching

The class teacher identifies pupils who are having difficulty with classwork, or whose behaviour is causing concern and hindering their educational progress. The class teacher takes appropriate action, usually in the form of differentiating the curriculum or implementing a behaviour modification programme and evaluates the outcome after a length of time, which is usually not longer than a term. Individual programmes of work are identified in the daily plans of each class teacher. Parents are invited into school on an informal basis to discuss the problem with the class teacher. If appropriate, the pupil may be present. The SEN co-ordinator is informed. _

If there is still cause for concern, with the parents' consent, the Co-ordinator becomes involved helping to devise strategies and give further support. Parents are again invited into school to discuss the problem. If appropriate provision maps or IEPs will be put in place and evaluated termly.

When pupils have followed individual educational programmes but have failed to make significant progress and there is still cause for concern, it may be considered that external support is necessary and referral to the appropriate Enhanced Mainstream School (EMS) is initiated through the EP.

Statutory Assessment

However, if the pupil continues to give cause for concern, the school, with the parents' agreement, may consider advising the LEA that an Education and Healthcare plan (EHCP) might be necessary.

The needs of the majority of pupils who have special educational needs should be met effectively by the school. In a minority of cases, the Local Education Authority will have to make a multi-disciplinary statutory assessment of special educational needs. This may or may not lead to an EHCP. However, in a few instances, for example, when a pupil had major sensory impairment, and where there is agreement between the school, the pupil's parents and any relevant external consultant or adviser about the pupil's need for further multi-disciplinary assessment, or there is concern that any delay might further damage the pupil's development or result in exclusion from school, the pupil may be referred immediately for statutory assessment, and if appropriate, a multi-disciplinary assessment is made.

4. Working with Parents of Pupils with SEN

The relationship between parents and school is crucial to the educational progress of any pupil, particularly if that pupil has SEN. The unique knowledge parents have of their own child is vital to that child's educational development. Parents are consulted and their views sought at every stage if their child at any time in his/her school life has a special educational need.

5. Liaising with external Support agencies

Where there is concern regarding a pupil's development or welfare, advice may be quickly sought from the appropriate agency. In consultation with parents, support is directed quickly and effectively to the pupil's particular need.

6. Identifying and Assessing Pupils with Special Educational Needs

The majority of pupils will learn and progress within the general teaching arrangements in the school. Those who have difficulty in so doing may have special educational needs.

A pupil has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age.

b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for pupils of the same age in schools within the area of the local education authority.

c) is under five and falls within the definition at a) or b) above or would do so if special educational provision were not made for the pupil.

A pupil will not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught.

7. Updating and overseeing the records on all pupils with SEN

Additional to on-going records in school which every pupil has, pupils with special educational needs also have records kept and maintained by the SEN co-ordinator, which are available to the parents. If the school, with the parents' agreement, refer a pupil for statutory assessment, records of the pupil's work are made available to the LEA.

8. Evaluating the Effectiveness of Interventions

Informal

Informal evaluation may be achieved through discussions about the pupil's progress with parents, teachers, GTAs, outside agencies where appropriate, and a personal view from the pupil concerned.

Formal

Formal evaluation of Special Educational Needs can include one or more of the following

- National Curriculum levels
- Standardised Tests and Assessments
- SATs
- OFSTED reports
- Annual Reports to Governors

SEN Arrangements for PE, Sports Activities, School Visits, Social Arrangements etc.

All pupils are expected to take part in all the above activities in line with our Policy of Inclusion.

Admission Arrangements for Pupils with SEN

All pupils are admitted to Seton CP School provided there are spaces in that particular year group, irrespective of whether they have an EHCP, unless the Local Authority recommends alternative provision i.e. Specialist Units. In this case, the Governing Body have delegated the responsibility for decision making to the Headteacher.

Integration Arrangements

Meal times and Recreation Times

Midday Supervisory Assistants are employed by the school to help the pupils obtain and take their meals. This provides an opportunity for them to socialise with other pupils.

At recreation times their duties include, where necessary:

- Helping the pupil socialise
- Ensuring the pupil's safety
- Performing medical duties
- Assisting with toileting, where necessary.
- Assisting with feeding, where necessary.

Additionally, some pupils take responsibility for helping other pupils to learn and respect the rules of the school and to help them with their social and academic development.

If a pupil is having particular problems with integration during recreation times, older, sympathetic pupils are sometimes assigned to assist that child in learning to respond appropriately during mealtimes and playtimes.

School Profile

The School Profile contains such information as may be prescribed about the implementation of the Governing Body's policy for pupils with Special Educational Needs and Inclusion.

The School Profile will include information on:

- The success of the Special Education Needs and Inclusion Policy
- Significant changes in the Policy
- Any consultation with the Local Authority, the Funding Authority and other schools
- How resources have been allocated to and amongst children with Special Educational Needs over the year
- The report will also demonstrate the effectiveness of the school's system for Identification
- Assessment
- Provision
- Monitoring and record keeping
- Use of outside support agencies

Complaints Procedure

As we always work closely with parents, consulting them at every stage of referral, we find that complaints about SEN provision within the school are rare. However, should there be a complaint, the following procedure would be adopted:

1. Parents are encouraged to discuss the problem with the class teacher, together with the SEN Co-ordinator
2. If the problem is not resolved at this stage, the parents would make an appointment to discuss the problem with the Headteacher. The class teacher and the SEN Co-ordinator may or may not be present at this meeting.
3. If the problem remains unresolved, the parents may request a meeting with the Governors. The class teacher and SEN Co-ordinator may or may not be present.
4. Finally, if still unresolved, the parents have the right to discuss their problem with an LEA representative, with or without members of the school staff present. However, it must be stressed that every effort is made to resolve the situation satisfactorily within the school.

APPENDIX 1

SEN Support Provision 2014-2015

Mrs R Barningham	Headteacher
Mrs K Foster-Goldsbrough	Governor (SEN Responsibility)
Mrs R Carvell	SENCO
Mrs K Bentley	15 hrs per week KS2
Mrs G Pearson	27.5 hrs per week KS2
Mrs C Duncan	6 hrs per week KS2
Miss L Atkinson	25 hrs per week KS1
Mrs C Windsor	15 hours per week EYFS
Miss E Clennan	15 hours per week EYFS

--	--

Pupil Support Services

Sarah Marton	Pupil Support Agency
Mr D McClennan	Educational Psychologist
Ms L Morton	Education Welfare Officer
Mr I Robinson	Behavioural Support Adviser

Health Authority Staff

Mrs K Foster-Goldsbrough	School Nurse
Mrs I Betts	Speech & Language Therapist

Community

CPC Bean	Community Policewoman
-----------------	-----------------------

APPENDIX 2

GTA Responsible for Pupils with SEN

(To be read in confirmation with GTA job description)

On completion of an EHCP, GTA provision may be deemed necessary for a certain number of hours.

Aims and Objectives

Appreciate the range of difficulties the pupils may have. These may be physical, emotional, behavioural or learning difficulties.

Understand the specific areas of difficulty and the adaptation of resources needed for the pupil to cope in school. Read the relevant reports about the pupil.

Support the pupil in developing self-esteem and confidence and in forming good relationships with his/her peers.

Work as member of a team with teachers and outside agencies, remembering always to consult with the class teacher.

Liaise with Special Educational Needs Co-ordinator regularly

Develop an understanding of the parents' anxieties and needs.

Give appropriate in-class support in a positive way.

Further Responsibilities of a GTA with a Physically Handicapped Pupil

Find out as much as possible about the pupil's condition, its management and likely effects.

Be alert to all safety factors as regards movement around school and in the playground.

Give physiotherapy sessions as required.

Be sensitive to pupil's needs and treat them with dignity and respect while at the same time encouraging independence.

Administer medication as directed and always check instructions and dosage.

Pupils with Learning Difficulties

1. Liaise with Learning Support Tutor if appropriate. Sometimes GTAs are asked to attend sessions with the Tutor and to carry out follow-up work in class.
2. In conjunction with the class teacher, work to improve problem areas such as literacy and numeracy, by implementing tasks appropriate to the pupil's needs.
3. Discuss strategies for support with the class teacher and try to integrate the pupil into group/team work.
4. Attend speech therapy sessions when held in school, and continue with follow-up activities as advised by the speech therapist.

Responsibilities of Staff who have GTA Support

1. Ensure that the GTA feels part of a "team" and that his/her responsibilities are clearly defined.
2. Be aware of your pupil's special needs as identified in the EHCP
3. Never leave the GTA in sole charge of the whole class.
4. Refer any problems to the SENCO.

5. Try to have a consistent and positive attitude to SEN pupils and GTA and maintain a good working relationship.

APPENDIX 3

Seton Community Primary School Special Needs Resources Oct 2014

SEN Register

Number of children on SEN register: 16

Planning and differentiation

Each teacher identifies children in their planning and sets out the work accordingly through personalised learning.

Summary of Interventions

We maintain a termly summary of interventions which is then costed to ensure our inputs offer value for money.

Provision Maps and Individual Education Plans

These are worked out with the SENCO and class teacher and reviewed according to the dates identified.

EYFS

All children are monitored and any irregularities in behaviour, learning and development are discussed with the parents and SENCO. Appropriate action is taken if required.

SENCO Network Meetings

These are held three times a year at local venues and attended by Mrs Carvell who feeds back relevant information to staff

Resources

Reading Intervention

Talking Partners