
INCLUSION/ SPECIAL EDUCATIONAL NEEDS POLICY



At Eastway Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Reviewed Spring 2017

Special Educational Needs Policy and Guidelines 2014

Head Teacher:	Mrs D Marchant
Special Educational Needs Co-ordinator/SCD 2 resource base teacher:	Ms C Brodie
SCD 1 resource base teacher	Mrs J Smitton
Designated Governor for SEN:	Miss P Sanders
Parent Support Coordinator:	Mrs S Dennett

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: September 2014 (references to Code in this document appear in brackets)
- Child and Families Act July 2014
- LA Policy and Guidelines
- Wirral LA SEN Professional's Handbook
- Inclusive Schooling – Children with SEN (2001)
- Accessible Schools (2002)
- Disability and Equality Act 2010

School specific policies on:

- Teaching and Learning
- Assessment
- Behaviour and Anti-Bullying
- Child Protection / Safeguarding
- Equality and Diversity
- Admissions
- Resource Provision

AIMS

At Eastway Primary School we aim to provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We recognise and record student's strengths and successes to encourage a positive self image. Eastway Primary School ensures that all children become independent learners, using Building Learning Power to empower children to become life long learners.

Policy and practice reflects the philosophy and fundamental principles within the SEN Code:

"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 him or her."

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account
- Parents support their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

The staff of Eastway Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

- Identify need as early as possible and provide effective support
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs procedures including individual education plans (IEPs) into curriculum planning
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED

"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 him or her."

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed. The areas of need are:

Communication and Interaction Difficulties

Children may have speech and language delay, impairments or disorders, specific learning difficulties e.g. dyslexia, dyspraxia, hearing impairments or autistic spectrum disorder.

Cognition and Learning Difficulties

Children may demonstrate features of moderate, severe or profound learning difficulties; specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning. Such requirements may also apply to some extent to children with physical and sensory impairments and autistic spectrum disorder.

Social, Emotional and Mental Health Difficulties

Children may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and/or present challenging behaviours.

Sensory and/or Physical Difficulties

Children may have profound and permanent deafness or visual impairment or lesser, or temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEN Support List or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEN.

3. ROLES AND RESPONSIBILITIES

The Governing Body

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEN
- Reports annually to parents on the school's policy for children with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure discussions with parents regarding SEN matters at relevant meetings
- Ensure that pupils with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN. The Head Teacher informs parents of the fact that SEN provision has been made for their child.

Admissions

In every instance, when a parent seeks a place for a child at Eastway Primary School, the Head Teacher:

- Ensures an appropriate budget allocation to meet SEN
- Informs the LA that an approach for admission has been made.

Admission Arrangements to mainstream school:

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEN including pupil profiles and the most recent IEP when a child is transferring from another school.

Admission Arrangements to LA resource base:

All pupils in the resource base have to have a statement of educational need for Social and Communication Difficulties or ASD and are offered a place by the Local Authority.

SENCOS

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEN policy
- Working with all statemented pupils or pupils with an Education Health Care Plan (EHCP), attending annual reviews, assessing progress and contributing to the planning of provision. The SENCO and KS1 resource base teacher plan the individual additional work needed to work towards their statement targets or EHCP outcomes.
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEN alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision and impact on pupil progress
- Overseeing the records of all children with SEN
- Maintaining the SEN Support List
- Liaising with parents of children with SEN
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- Overseeing the pupil profile, ILPs, ASPs and review process for both EHCP/statemented and non-statemented children.

- Supporting the Head Teacher in relation to Children Who are Looked After.

Parent Support and Wellbeing Coordinator (PSC)

The PSC works under the direction of the Headteacher. The PSC:

- Works closely with the SENCOs and other outside agencies to meet the child's needs.
- Supports pupils towards attaining targets identified in their IBPs e.g. Seasons of Growth, Protective Behaviour.
- Is aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Liaise with SENCOs in relation to communication with parents and outside agencies.

Teachers

Clearly identify the role of teaching and support assistants. They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Work with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil
- Develop and review Provision maps and ILPs for pupils
- Work with SEN pupils in their class on a daily basis to deliver appropriate interventions as set out in the Wave 2 Provision Map, ILP or ASP
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEN policy
- Continuously assess and monitor pupil progress and identify the next steps to learning
- Direct TA time to support children with SEN and keep close communication with TA as to the progress / level of the impact of the intervention.
- Keep parents informed of pupil progress
- Work with the SENCO to identify their own training needs around SEN
- Attend termly review meeting
- Keep class SEN file up-to-date as a working document
- Consult and communicate with parents regarding the planning and reviewing of individual pupil's progress.

Teaching Assistants and Learning Support Assistants

- Develop positive relationships with SEN pupils and provide relevant support
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress alongside the class teacher
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCO and teaching staff in the preparation of Wave 2 Action Plans, ILPs and ASPs.
- Under the direction of the class teacher and SENCO support individual and small groups of children towards attaining identified targets.

Liaison between Teaching Support Staff, and Class Teachers

A timetable showing in-class support and intervention within classrooms across the school is prepared by Class teachers on a regular basis and there are regular joint curriculum planning meetings between relevant members of staff.

Pupil Participation

The school actively encourages the involvement of children in their education. Involve the child in decision making regarding the methods by which their individual needs will be met.

- Invite the child to attend all or part of review meetings or involve the child's voice in the review meetings
- Each child on SEN support or an EHCP is involved in writing a person centred plan (PCP)
- Discuss the purpose of assessment arrangements and the implications of this on their learning
- Encourage the child to comment on his or her SEN provision through an appropriate medium
- Involve the child in the implementation of the planned provision
- Aim to further develop the child's self-confidence and self-esteem.

Parent/Carer Participation

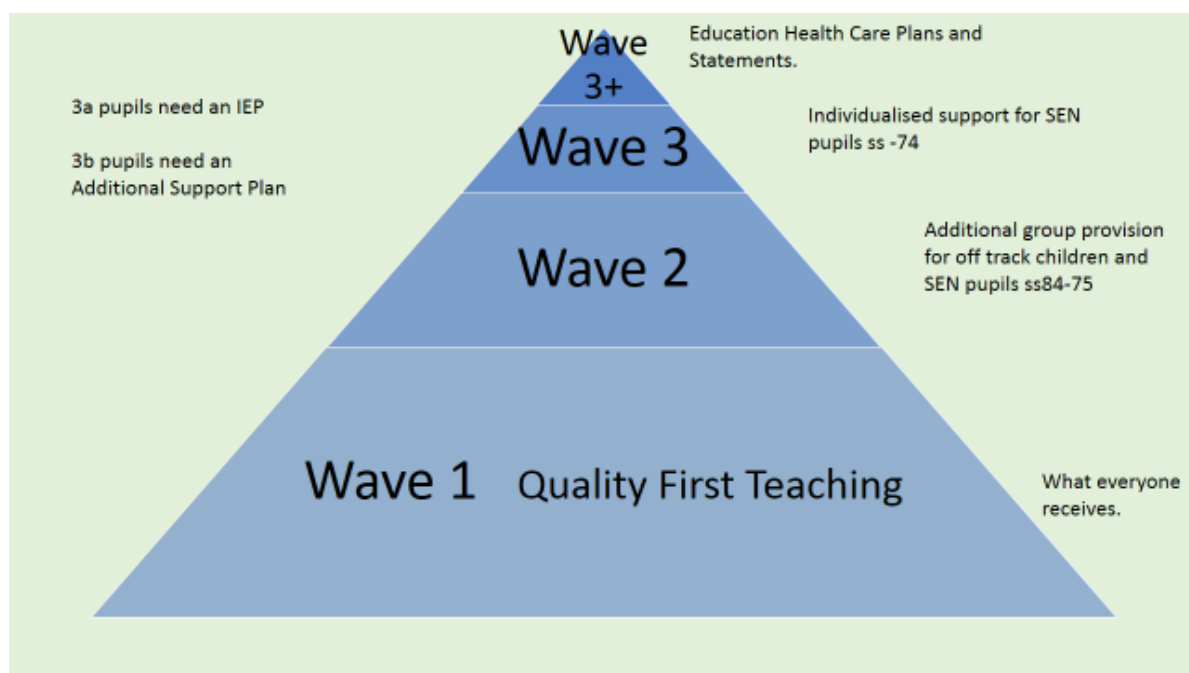
The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met.

- Invite the parent/carer to attend all review meetings
- Contribute to their child's PCP
- Discuss the purpose of assessment arrangements and the implications of the planned provision with the parent/carer.
- Encourage the parent/carer to be actively involved in working with their child to achieve the steps set
- Encourage the parent/carer to comment on their child's SEN provision
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEN provision (Parent Partnership)
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

4. PROCEDURES

The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs.



Assessing Needs using the Graduated Response

When a teacher, who works day-to-day with the child, or SENCO, identifies a child with special educational needs, they should devise interventions that are additional to or different from those provided as part of the setting's usual curriculum offer and strategies.

Wave 2

The triggers for Wave 2 intervention could be the teacher's or others concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities and experiences:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- Continues working at levels significantly below those expected for children of a similar age in certain areas
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and specialist equipment
- Early Years staff use knowledge of the child as well as EYFS areas of learning
- Class Teachers will discuss concerns with the SENCO
- Attainment falls below a standardised score of 84 as stated in the Wirral Guidance for SEN 2008

Wave 3

The triggers for Wave 3 support could be the continued concern from teachers or others, underpinned by evidence about a child who despite receiving differentiated learning opportunities and experiences and additional group wave 2 provision:

- Continues to make little or no progress in specific areas over a long period
- Continues working at a curriculum level which is substantially below that expected of children of a similar age
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Attainment falls below a standardised score of 74 as stated in the Wirral Guidance for SEN 2008

PIVATS – Performance Indicators for Value Added Target Setting –may be completed for children who have been identified by the SENCO before referring to Educational Psychologist. The SENCO will support the class teacher in this process.

Education Health Care Plans/Statement Statutory Annual Reviews

For a child who has a Statement of Special Educational Needs or EHCP, the LA has a statutory duty to formally review his/her statement, at least annually. Annual Review Meetings are organised in school by the SENCO.

The annual review is:

- Annual Review Meeting involving parents, pupils and professionals
- Head Teacher's/SENCO's complete the review and plan with parents and other professionals during the Annual Review Meeting
- LA then monitor this and review when appropriate

Education of Pupils with Medical Needs (Ref. DFES/0732/2001)

A pupil who is unable to attend school because of medical needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age.

Schools should:

- Notify the LA/ESW if a pupil is likely to be away from school due to medical needs for more than 15 working days.
- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work
- Be active in monitoring progress and reintegration into school, liaising with other agencies as necessary
- Ensure pupils be kept informed about social events and are able to participate through homework if necessary
- Facilitate liaison with peers through visits and videos if necessary
- Ensure pupils have access to public examinations possibly as external candidates

Liaison with other agencies

The school works closely with outside agencies and use is made of the Common Assessment Form where appropriate. Advice and expertise is drawn from Social Services and Health Authority employees. We also work in partnership with the Education Welfare Department.

The school values the importance of developing effective relationships with other neighbourhood schools, secondary schools and special units.

5. In Service Training

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCO (Head Teacher or representative) attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the SENCO if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provide as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies. The SENCO contribute to the head teachers report to governors each term. Governors have access to SEN training.

6. Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

7. Monitoring, Evaluation and Review of SEN Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head Teacher and Senior Leadership Team
- Termly evaluations of the quality of Wave 2 Action Plans, ILPs and ASPs
- Collation of children's and parent's/carer's comments following review meetings.

8. Role of the Governors

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

