

Inclusion and Special Educational Needs Policy



Marshbrook First School Inclusion and Special Educational Needs Policy October 2013

1. Introduction

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy details how Marshbrook First School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to enable equal opportunities so far as is reasonably practical and compatible with the child receiving the special educational provision, and the efficient education of the pupils with whom they are educated.

2. Objectives and Aims of the Policy

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning that can hinder or exclude individual pupils or groups of pupils. We aim to ensure equality of opportunity for all children by paying attention to specific groups of children within our school.

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with Special Educational Needs
- Able, gifted and talented children
- Children who are at risk of disaffection or exclusion
- Children who are in receipt of Free School Meals
- Children in Care
- Travellers
- Asylum seekers

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The aims of this policy are:

- To create an environment that meets the needs of all children
- To ensure that any additional needs of children are identified, assessed and provided for
- To make clear the expectations of all partners on the process
- To identify the roles and responsibilities of staff in providing for all children
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents/ carers are able to play their part in supporting their child's education

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes programmes and advice given from outside agencies such as Occupational therapy and Physiotherapy, Speech and Language, Autism Outreach etc)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these three questions:

- do all children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

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3. Responsibility and arrangements for Co-ordination of ISEN provision

In our school Senior Management and the SENCO:

- Manages the day to day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special educational needs
- Supports and advises colleagues
- Oversees the records of all children with special educational needs
- Acts as the link 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

4. Role of the Governing Body

The school Governing Body has important statutory duties towards pupils with special educational needs:

- The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self-review procedures' Governors monitor effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision, but Governors will be designated to have specific roles for SEN.

5. Admission Arrangements

Full time places in reception classes will be available in September of the academic year within which the child becomes five years old.

Although parents have the right to express a preference for the school that they wish their child to attend, there is no guarantee of a place being offered at their preferred school. Admission to oversubscribed community and voluntary controlled schools are determined by the oversubscription criteria detailed below.

Oversubscription Criteria

- 1) Children in Care and children who ceased to be in care because they were adopted (or became subject to a residence order or special guardianship order).
- 2) Children who satisfy both of the following tests:

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Test 1: the child is distinguished from the great majority of other applicants either on their own medical grounds or by other exceptional circumstances.

Medical grounds must be supported by a medical report (obtained by the applicant and provided at the point of application). This report must clearly justify, for health reasons only, why it is better for the child's health to attend the preferred school rather than any other school. Exceptional circumstances must relate to the choice of school and the individual child, i.e. the circumstances of the child, not the economic or social circumstances

of the parent/carer. They should be supported by a professional report (obtained by the applicant and provided at the point of application), e.g. social worker. This report must clearly justify why it is better for the child to attend the preferred school rather than any other school.

Test 2: the child would suffer hardship if they were unable to attend the preferred school. Hardship means severe suffering of any kind, not merely difficulty or inconvenience, which is likely to be experienced as a result of the child attending a different school. Applicants must provide detailed information about both the type and severity of any likely hardship at the time of application.

3) Children who have an elder sibling in attendance at the preferred school (or in the case of an infants school, the affiliated Junior school) and who will still be attending the school at the proposed admission date; (For admission purposes, a brother or sister is a child who lives at the same address and either: have one or both natural parents in common; are related by a parents marriage; are adopted or fostered by a common parent or are unrelated children who live at the same address, whose parents live as partners.)

4) Children living within the catchment area of the preferred school

5) Children whose parents regularly attend a Church of England church, or a church in communion with the Church of England, or of a church which is affiliated to the Council of Churches for Great Britain and Northern Ireland or the Evangelical Alliance. Evidence of such attendance will be required in the form of a letter from a minister of the Churches concerned (Only certain Voluntary Controlled Schools use this criterion, see additional notes below).

6) Other children arranged in order of priority according to how near their home addresses are to the main gate of the school, determined by a straight-line measurement as calculated by the Local Authority's Geographical Information System. Where it is not possible to accommodate all children applying for places within a particular category then the Local Authority will allocate the available places in accordance with the remaining criteria. If for instance, all the catchment area children cannot be accommodated at a school, children who are resident within the catchment area will be arranged in order of priority according to distance i.e. category

6. Specialist SEN Provision

The school works closely with outside agencies to ensure pupils receive specialist provision in accordance with their needs. In addition support from Special Schools may be requested through the Key Outreach scheme.

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7. Facilities for vulnerable pupils, those with SEN or those who are disabled

The school is committed to providing an environment that allows all children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and all the designated points of entry for our school also allow wheelchair access. We believe that Marshbrook has good inclusive practice and have achieved dyslexia friendly full status. We liaise closely with outside agencies such as Autism Outreach and Behaviour Support to ensure all of our children's needs are met.

8. Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Funding allocations are received annually as part of the schools delegated budget to schools and include specific provision as follows:

- SEN funding
- Pupil Premium funding

Additional funding to support pupils with severe and complex needs will be allocated by the Local Authority if the pupils needs meet the specific criteria. The school has a duty to ensure the needs of all pupils are met from the resources allocated. All resources will be employed effectively to meet the needs of individuals and groups on the basis of plans within the School Development Plans.

9. Identification and review of pupil's needs

Children with special educational needs or disabilities have difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children may need special provision if they:

- Have significantly greater difficulty in learning than the majority of children the same age
- 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 children who join us have already been in early educational/ pre school settings. In some cases children join Marshbrook 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.

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. This level of support is called school action. 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 practice. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

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We will record the strategies used to support a child in an Individual Education Plan (IEP) The IEP will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If the child continues to demonstrate significant cause for concern, a request for statutory assessment can be made to the LEA. A range of written evidence about the child will support the request.

Class teachers are responsible for writing IEP's for children at School Action. The SENCO will write IEP's for children at School Action Plus or with a Statement of Educational Need.

10. Inclusion of vulnerable pupil's, those with SEN or who are disabled

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives and work is differentiated appropriately. Assessments are used to inform the next stages of learning.

In our school we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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
- Needs 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
- Planning to develop children's through the use of all their senses and of varied experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning
- Devising strategies and identifying appropriate methods of access to the curriculum
- Working with the pupil and providing further help on a daily basis

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- Planning and delivering an individualised education programme (IEP)

Teaching Assistants

Teaching Assistants support the teaching of learning of individuals and groups of pupils throughout the school, particularly:-

- Supporting pupils in achieving targets identified in IEPs and Statements
- Differentiating provision for groups of pupils as identified in school support strategies

Teaching assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmes.

11. Monitoring Pupil Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done' This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the 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 access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

12. Evaluation the success of provision

We aim to give all children opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils and make ongoing assessments of each child's progress. Teachers use this information to target support and intervention to groups or individuals. The SENCO and Head Teacher hold regular review meetings to review the success of provision. The SENCO and the named governor with responsibility for Special needs also meet regularly.

Success factors include the following:

- Early identification of pupils with SEN
- Pupil views and opinions are taken into account
- The school and parents' work in a partnership
- Interventions and provision are regularly reviewed and evaluated via individual progress and data collection
- The school works in close co-operation with other agencies and fosters multi-

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- agency working
- That statements of Special Educational Need and Individual Educational programmes are regularly reviewed

13. Complaints Procedure

If parents wish to make a complaint about the educational provision they are invited to discuss their concerns with the class teacher, head teacher or SENCO. If they are still dissatisfied they can register a formal complaint in accordance with the school's Complaints Policy.

Sometimes parents do not agree with the decisions or arrangements made by schools or the LEA for their child's special needs. Local parent partnership and voluntary organisations are able to help. The LEA are also required to provide an independent service to help when there is a disagreement about meeting the needs of a child with SEN. The midlands SEN Mediation is the independent service set up to help resolve SEN disagreements in the Midlands.

The parties involved in the dispute work together to reach an acceptable solution with the help of a mediator. The mediator keeps the child's needs and interests at the heart of the discussion. The mediation service is free of charge. Any of the parties to a disagreement can request mediation. For further information tel: 01952 275038.

Midlands SEN Mediation,
48 Walker Street,
Wellington.
TF1 1BA

14. Continuing Professional Development/ links with other schools

The SENCO attends regular pyramid SENCO updates where local schools are present and can share ideas, resources and training needs. The SENCO seeks advice from SENSS (Special Educational Needs Support Service) staff. This information is shared with the head teacher and staff. Teachers and TA's are updated regularly by the SENCO and relevant training opportunities are accessed where appropriate. Inset days and staff meeting time are also used for staff training purposes.

15. Links to support services/ other agencies/ working with parents

The SENCO liaises regularly with outside agencies such as Speech and Language, Autism Outreach and SENSS. Agencies regularly visit Marshbrook to make assessments, meet parents and staff and work with individual children and groups of children. Parents are involved in the review and target setting process of IEP's and are encouraged to share any concerns with staff at Marshbrook.