

Highwood Primary School



Special Educational Needs and Inclusion Policy

May 2013

Vision

'Preparing today's children for tomorrow's world'

Rationale

*"Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation"
(Index for inclusion – Booth and Ainscow 2000)*

Inclusion is concerned with the learning, participation and equal opportunities of all children and young people, all of whom have a right to access the curriculum. It has wider implications than the identification of children and young people with special educational needs. It could apply to any or all of the following:

- girls or boys where there are gender issues
- minority ethnic and faith groups, travellers, asylum seekers, refugees, children entitled to free school meals and those born in the summer.
- children who need support to learn English as an additional language (EAL)
- children with special educational needs including those considered to have emotional, behavioural or social difficulties.
- Children with physical disabilities
- Children who may be gifted or talented
- Children in need including those in public care
- Other children, such as sick children; young carers; children from families under stress and children who are at risk from disaffection and exclusion from school.

Promoting inclusion will help all children and young people to realise their potential in terms of achievement and learning through access to curricular and extra-curricular activities within school.

Aims

- To include all pupils in school life
- Identify individual learning needs early and thoroughly.
- Provide all pupils with equal opportunities to the curriculum and life of the school.
- Work in partnership with parents and outside agencies in the education of children.
- Allocate staffing and other resources in ways that reflect differing individual needs.
- Set appropriate objectives and achievable targets based on individual needs.
- Encourage pupils to share in the planning and evaluation of their learning and to undertake responsibility for their learning.
- Ensure every teacher takes responsibility for meeting the learning needs of all pupils in their care by making their teaching stimulating, focused and challenging and matched to the age, interests, experiences and identified learning needs of our pupils.
- To differentiate the curriculum appropriately.
- To continue to raise staff awareness of inclusion by on-going staff development
- To maximise the learning potential of all pupils and raise educational attainment for all, including those children identified as being gifted and talented.
- To promote the personal, social, moral and cultural development of all children

- To develop inclusive practices throughout the educational community and so to promote equality of access and opportunity for all learners
- To seek to continuously monitor and evaluate the success of our policy and practice.

Definition

A pupil has special educational needs if:

- He/she has a significantly greater difficulty in learning than the majority of pupils of his/her age and as a result is achieving below age related expectations.
- He/she has a physical or sensory impairment that may hinder his/her learning
- He/she has an emotional or behavioural difficulty that impedes his/her learning.
- He/she is a very able pupil who requires a differentiated curriculum. (Gifted and Talented)

Identification, Assessment and Review

It is our aim to identify any child with special educational needs early on in their school life. Upon entry, an inclusion questionnaire is completed which gives a detailed overview of a child's needs, as well as helping to identify areas of priority for extra support and provision. (Appendix 1)

Termly assessment data and on-going teacher assessment is used to closely monitor the progress of all children as they move through the school. No less than termly, the INCO (Inclusion coordinator) analyses this data using distribution sheets from Assessment Manager 7 (Appendix 2) to identify any pupils who are currently working below age related levels. These children are then added to the inclusion register at one of the following graduated stages

Monitoring (First orange box next to age related expectations)

These children are provided with quality first teaching, regular opportunities for guided learning and where appropriate some wave 2 provision.

School Action (Second orange box next to age related expectations)

These children are provided with quality first teaching, regular opportunities for guided learning and additional Wave 2 small group intervention.

If a child is in an orange box for more than one subject then they are moved up to School Action Plus.

School Action Plus / Exceptional Needs / Statement (Yellow boxes)

These children are provided with quality first teaching, regular opportunities for guided learning and additional Wave 3 small group or 1:1 intervention. Children also have an IEP (individual education plan – Appendix 4) and where appropriate are referred for additional support from external agencies. For example: the Educational Psychologist, SPLD base and Speech and Language. The IEP provides information on the child's needs, and details short-term targets,

strategies and provision for meeting identified needs and monitoring and recording arrangements. IEP targets are reviewed at the end of each term by the class teacher in conjunction with the teaching assistant. Parents are invited on a termly basis to meet with the class teacher in order to discuss the progress that the child has made in meeting their targets and if appropriate, set new ones.

IEP targets are also discussed with individual pupils and they are given the opportunity to write a comment on their IEP. For younger pupils it may be necessary for the teacher to scribe this information.

Review

With the additional support in place, children identified on the inclusion register are expected to make accelerated progress and close the achievement gap. When a child is assessed to be working at age related expectations, then they will be removed from the inclusion register. The INCO keeps a record of children who have moved off the register. When reviewing the targets, pupils are encouraged to state where they think they have made progress so they can raise their self-esteem and reflect on the progress they are making. (Appendix 4)

Exceptional Needs Pupil Funding

Applications for exceptional needs funding can be made under 5 separate categories:

- children new to Hertfordshire
- children accessing the free place entitlement for the first time (applicants from PVI settings)
- children entering the school system
- children for whom there has been a significant change in need
- children whose funding is due for review

The INCO is responsible for making applications. If a child does receive funding then the school will receive money which can be used to support the child's needs. This funding is time limited.

Statement of Special Educational Needs

A SEAR form (request for statutory assessment) will be completed by the INCO, which will be sent to County along with the relevant evidence and documentation. If the criteria for statutory assessment is accepted the child will be assessed and may receive a statement of Special Educational Needs

The LEA issues a statement of Special Educational Needs and may provide the school with additional resources to meet the child's needs. In accordance with the 1993 Education Act the Head, the parents of the child, the special needs co-ordinator, the teacher and advisory/support services will conduct an annual review the child's statement. The child will receive extra support for their special educational needs as laid down in the statement.

Gifted and Talented

Children who are exceeding age related expectations are identified by the Gifted and Talented coordinator and additional provision is put in place. (See Able, Gifted and Talented policy)

Other Additional Needs

There are a number of other reasons for placing a child on the inclusion register. Children may have a physical, behavioural or emotional need which may not affect their academic progress. These children are discussed with the INCO and are placed according to their need on the inclusion register. For example; a child with difficulties managing their own behaviour may be placed at SA+ and therefore have an IEP with targets for behaviour, but academically they may be achieving age related expectations.

Provision Map

In conjunction with the INCO, a whole class provision map is written, detailing what specific additional support will be put in place to accelerate the progress of children on the inclusion register in order to close the achievement gap and bring their levels in line with age related expectations. (See Appendix 3)

Responsibilities

The Inclusion Coordinator (INCo.)

It is the responsibility of INCo

1. To maintain an Inclusion register and ensure there are up to date accessible records.
2. To monitor all IEPs to ensure the appropriate information is recorded and the targets set are S.M.A.R.T.
3. To ensure all termly reviews have been completed, parents have received their child's I.E.P. and been provided with the opportunity to discuss them with the class teacher and/or the INCo
4. To support and advise staff with SEN. issues.
5. To monitor teacher's planning and practice to ensure it reflects IEP targets, their pupil's needs and advice from outside agencies.
6. To liaise with the class teacher, Head teacher, parents, and the appropriate external agencies in order to provide the best possible support for any child with a special need.
7. To keep records of liaisons with outside agencies.
8. To organise annual statement reviews.
9. To co-ordinate the referral of children to outside agencies and applications for additional support.
10. To acquire, organise, manage and up to date resources that relate to special needs.
11. To monitor, in conjunction with the Head the effectiveness of the schools Special Educational Needs Policy.
12. To observe the teaching of children with SEN both in the classroom and during 1:1 sessions.
13. To monitor the teaching and impact of intervention programmes across the school.

The Class Teacher

It is the responsibility of the class teacher:

1. To inform the INCo of any children causing concern and provide evidence in accordance with the identification and review procedures.
2. To write and review IEPs termly for pupils on School Action plus or in receipt of a statement.

3. To provide the parents with the opportunity to discuss their child's needs and progress each term.
4. To provide children with the opportunities to discuss their needs in relation to their IEP
5. To plan and provide appropriately for children with SEN to ensure that they make expected progress
6. To discuss children's needs with TA's who work within the class and give them a copy of IEP's
7. To provide TA's with planning information to ensure IEP targets are met
8. To keep up to date, effective-monitoring records of assessment and liaison with parents.

Resources

The school receives funding through its general budget, through a child's individual statement or an accepted application for exceptional needs funding. The amount of money the school receives directly relates to the number of children identified as having special educational needs during the annual school census.

The INCo is given an annual budget for agreed additional resources. There are some resources which, are kept in individual classrooms. Other resources are located in the SEN cupboard located in the inclusion room.

Deployment of Teaching Assistants

To ensure that we make the best use of our teaching assistants, each class has a teaching assistant every morning to support the children's learning in literacy and numeracy. During the afternoon, teaching assistants lead intervention programmes across the school. These are arranged on a termly basis and are designed to fill the gaps in the children's learning to enable them to make accelerated progress. The deployment of teaching assistants is managed by the INCO in conjunction with the Headteacher.

Facilities

The school is on two storeys. If required, the second storey can be accessed via a lift.

Admission Arrangements

Admission for a child with SEN is the same as for all children and is in accordance with the County's Admission Criteria. A meeting is held if a child with a statement of special educational needs was to be admitted to the school to ensure that the appropriate provision was made.

Complaints Procedure

The school has a complaints procedure which, can be obtained from the school. It is hoped that complaints can be dealt with on an informal basis.

Staff development

The INCo will assist in the development of Inset training sessions designed to meet the needs of teaching and support staff. All staff are provided with regular opportunities to attend training relating to SEN and Inclusion

Monitoring and Evaluating the Policy

The school's governing board will assume responsibility for evaluating the success of the school's SEN and Inclusion Policy. They will measure the success of the policy on the following criteria.

- The Inclusion Register is up to date and contains accurate information on all pupils with SEN
- The culture, practice, management and deployment of resources in the school are designed to ensure the needs of all children are met.
- Parents are well informed and are in agreement with short-term targets and have opportunities to contribute to their child's IEP.
- Educational professionals and parents work in partnership
- Classroom practices are in accordance with the needs identified in IEP's.
- Pupils with SEN are identified at the earliest opportunity.
- The pupils views are taken into account
- The School's SEN and Inclusion Policy has been applied consistently across the school.
- There is a reduction in the total number of pupils requiring a graduated approach

The INCO will meet annually with the SEN Governor to discuss the current policy and to discuss any concerns or changes that need to be made.

Appendix 1- Inclusion questionnaire

Appendix 2 – Assessment distribution sheet

Appendix 3 – Provision Map

Appendix 4 – IEP and review format

Appendix 5 – Criteria for Statutory assessment/Exceptional Needs Funding

Appendix 1



Welcome to Highwood Inclusion meeting

General information

Name:

Likes to be called:

Ethnicity:

What language does your child speak at home?

Is your child regularly exposed to any other languages at home?
.....

Family members:

Preferences

I am happy when

I get upset when

What are your favourite subjects?

Which subjects do you least enjoy?

What are you looking forward to most about starting at Highwood?

Social Skills

Does your child make friends easily?

Has your child ever experienced any difficulties socially?

Behaviour

Does your child follow instructions?

Would you say your child is well behaved?

Has your child's behaviour ever resulted in them being in trouble at school?

Appendix 3

Provision Map - SUMMER Term 2013

Year 2				
SA (5)	SA+ (2)	State ment (0)	M (7)	Low attendance (8)

Children making 4/+ points progress from Summer term	Children highlighted by Reading Tracker (from Summer term)	Children highlighted by Writing Tracker (from Summer term)	Children highlighted by Maths Tracker (from Summer term)
	No progress Slow progress (1/3)	No progress Slow progress (1/3)	No progress Slow progress (1/3)

Provision in place to meet the needs of all SEN children:

Quality first teaching: At all times we are trying to engage all children to be active participants in their learning. We aim to provide high quality whole class and small group teaching with carefully planned differentiation and strategies to ensure lessons are accessible to all children.	Additional literacy provision for SOME children	Additional literacy provision for a FEW children	Other provision
	Additional maths provision for SOME children	Additional maths provision for a FEW children	

Appendix 4

IEP Number	My Name: My Birthday: UPN:	My Teacher's name: My class: Profile: Reading: Writing: Maths:	SA / SA+ / Statement Date of IEP: Review Date: Outside Agency Involvement:	
Priority Area <i>What do I need help with?</i> <i>What do I want to get better at?</i>	Targets <i>What would I like to achieve?</i>	Action/Strategies/Resources/Support <i>What will help me?</i> <i>How do I like to be helped/ supported?</i>	When/Where/Whom/How often? <i>Who will help me?</i> <i>When will I be helped?</i> <i>How often will I be helped?</i>	Success Criteria <i>What are my teachers looking for?</i> <i>What will I have achieved?</i> <i>What can I do now?</i>
What I think about this plan: Signed by me:		Signed by my teacher:	How can my parents/carers help me? Signed by my parents/ carers:	

Appendix 4

**REVIEW of
I.E.P Number:**

Name: _____ Date of Review: _____
Those taking part in Review: _____

	<p align="center">What has been successful? Why?</p> <p align="center">What has not been successful? Why? (Strategies/teaching style/changes in Circumstances etc.)</p>	<p>Child/Student: I can now.....</p> <p>What things have I done that have helped me?</p> <p>What has helped me to improve?</p>
1.		<p>Parent/ Carers: What do my parents/carers think about my success?</p>
2.		
3.		

Signed by Teacher: _____ Signed by Parent/Carer: _____ Signed by Child/Student: _____

Next Steps/ Decisions made in Review: *(Including - gaining updated advice/ external support etc.)*
What are we all going to do next?

Other achievements:

Next steps:

SA/ SA+

Appendix 5

Criteria for Statement of Special Educational needs

Age of Pupil	Year Group	Criteria for Exceptional Needs Funding – Learning Difficulties
3 year	-	Level of functioning at or below 60% chronological age
4 years	N	Level of functioning at or below 60% chronological age
5 years	R	Level of functioning at or below 60% chronological age
6 years	Y1	8 or below using the language/literacy experience and mathematical experience on Infant Baseline
7 years	Y2	Working towards level 1 in all NC core subjects – P level 6 or 7
8 years	Y3	Working towards level 1 in all NC core subjects – P level 8
9 years	Y4	Mixture of working towards level 1 and working at level 1c in all NC core subjects
10 years	Y5	Mixture of working towards level 1 and up to level 1b in all NC core subjects
11 years	Y6	Level 1A in all NC core subjects
12 years	Y7	Mixture of level 1 and level 2C in all NC core subjects

