

Flowery Field Primary School

SEN and Inclusion Policy

Rationale:

Flowery Field Primary School is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including 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 in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Flowery Field Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups.
- Travelers, asylum seekers and refugees.
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners with a physical difficulty
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way 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.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Flowery Field Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The Inclusion Manager, Mrs Claire Silk, is also the SEN coordinator (SENCO) who also takes

the lead role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area.

The SEN governor is Lesley Jeffers, who is also the governor for Equal Opportunities/Educational inclusion.

Objectives

1. To ensure the SEN and Disability Act and the relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN at School Action or School Action Plus.
6. 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.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who come to our school.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves, where possible, in planning and in any decision making that affects them.

Definition of Special Educational Needs

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.

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.

Definition of disability from The SEN and Disability Act 2001

A disabled child has a physical or mental disability which has an effect on their ability to carry out normal daily activities. Physical or mental disabilities include impairments, severe disfigurements and hidden disabilities, eg mental illness/mental health problems, learning

difficulties, dyslexia, diabetes, epilepsy. The effect of the disability must be substantial, adverse and last for at least a year or more.

Definition of Inclusion

The concept of SEN is replaced by the term barriers to learning and participation. Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation. Barriers can prevent access to a school or limit participation within it.

At Flowery Field we believe inclusion is about a sense of community and belonging, encouraging mainstream and special schools and others to come together to support each other and pupils with special educational needs. Inclusive schools and local educational authorities have:

- (a) An inclusive ethos.
- (b) A broad and balanced curriculum for all pupils.
- (c) Systems for early identification of barriers to learning and participation.
- (d) High expectations and suitable targets for all children.

This SEN policy details how this 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 use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, 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.

Flowery Field Aims

Flowery Field Primary School will ensure that all children, including those with SEN, have access to the broad, balanced and differentiated curriculum to which they are entitled.

At Flowery Field we aim to:

1. Ensure that parents and pupils play an active part in the child's education.
2. Encourage children to become independent learners.
3. Identify as early as possible, a child's special educational needs.
4. Assess the child's needs comprehensively and develop individual learning programmes, where necessary, to meet those needs.
5. Regularly monitor, review and evaluate the progress of children who have SEN.
6. Ensure continuity in educational provision made for pupils with SEN.

7. Establish positive and structured links with outside agencies.
8. Ensure that regular INSET is provided for staff.
9. Follow Local Education Authority procedures in order that statutory provision be made, for non statemented and statemented pupils, giving due regard to the Code of practice.
10. Report regularly to the Governing Body on the implementation of the SEN policy and to ensure that they are fully informed.
11. Review the effectiveness of our SEN provision at all times.
12. Keep a register of all children with SEN.

Arrangements for partnership with parent/carers

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

We make sure that all parents/carers are given information about Parent Partnership, which is our local parent partnership organization, as soon as a child has been identified as experiencing special educational needs.

Child Centred Approach

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes through their assertive mentoring meetings and their views will be incorporated into their individual education plans. Likewise they will contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.*

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these

arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the SENCO and the child's class teacher will use this information to

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children through the use of pupil performance meetings, 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.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will be written in conjunction with the child and the parent as part of our child centred approach. The IEP will include information about:

- areas of difficulty
- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).
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The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought.

Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LEA support services BLIS, Class, CAMH's or the Youth and Family team, for advice on strategies or equipment

School Action

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to from those provided as part of the school's usual differentiated curriculum. This will be called ***School Action***.

A key question for deciding whether a child should now be receiving support through School Action may be "is the child receiving, or does the child need to receive, support which is additional to or different from the normal differentiated curriculum plan?"

The triggers for School Action could be that, despite a differentiated curriculum plan, the child:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Presents persistent emotional, behavioural or social difficulties which are not successfully managed by the behaviour management techniques usually employed in the school/setting

- Has sensory or physical impairment which effects the child's access to the curriculum and results in the child making little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them after completion of a CAF (Common Assessment) in conjunction with the child's parents. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

School Action +

A child should be moved to SA+ if he /she...

- Continues to make little or no progress in specific areas over a long period
- Continues working at curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

At School Action Plus external support services, will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of

the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement.

Statemented Children

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

Our provision map is attached to this policy as Appendix 1

Roles and Responsibilities

The role of the SENCO (Mrs Claire Silk)

The SENCO has responsibility for the implementation of the School's SEN policy and for co-ordinating provision for pupils with SEN throughout the school.

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs

- liaising with and advising fellow teachers
- managing teaching assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

Role of the assistant SENCO (Mrs S Smith)

The assistant SENCO has responsibility for co-ordinating provision for pupils with SEN within the infant department.

Role of the Head teacher (Mrs Yvonne Daly)

The head teacher has responsibility for the day to day management of all aspects of the school's work including provision for children with SEN. The head teacher is the "responsible person". The head teacher will keep the Governing Body fully informed and also work closely with the school's SENCO.

Role of the Governing Body (Ms L Jeffers)

The Governing Body will, in co-operation with the head teacher and SENCO, determine the school's policy of SEN, including staffing and finance. They will also ensure the legal requirements are being fulfilled. The school's annual report to parents will contain a report on the effectiveness of the school's implementation of its SEN policy.

Role of Teachers

Class teachers have the overall responsibility for the education of all children in their class, including those with SEN. All teachers must differentiate the work to meet the needs of the children in their class. The classteacher is responsible for devising and implementing IEPs in consultation with the SENCO and ensuring that all relevant staff are aware of the targets.

Role of Teaching Assistants

All staff should be fully aware of the school's procedures for identifying assessing and making provision for pupils with SEN. SSAs and LSAs will liaise closely with class teacher and SENCO.

Inclusion Principles

Staff at Flowery Field Primary School value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best

placement for each child. Within each class, teaching and learning styles and organization will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of the process.

Where appropriate, links with special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

Flowery Field Primary is a split site school with the Nursery and Reception blocks and Key Stage 1 one situated together and Key Stage 2 on a separate site.

All buildings are single level although 3 classrooms are accessed via steps within the Key Stage 2 building. Entrance to both buildings is through the foyer and adjoining doors, which is level and therefore suitable for wheelchair access. All classrooms within Key Stage 1 and the majority of Key Stage 2 have wheelchair access.

There is currently one wheelchair access toilet for both adults and children in the Key Stage 2 building and a further bathroom housing a toilet and shower facilities located in the mobile situated on the Key Stage 2 site.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate.

Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Access Plan)

All children requiring information in formats other than print will have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We provide alternatives to paper and pencil recording where appropriate.

Admission Arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

There are three reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Admission to reception is on a part-time basis for the first few days. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children from vulnerable groups, attaining ARE. (Level 2 at the end of KS1 and Level 4 at the end of KS2.)

- A reduction in behaviour incidents and exclusions.

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governor's Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

Each term, the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements, as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted.

The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes. The Annual Report to parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns.

Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the governor's annual report to parents/carers and at the subsequent governor's meeting with parent/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations.

Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by the school's Inclusion group.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

Review Date.....

Signed.....Date.....