



**Phoenix**  
INTEGRATED  
PRIMARY SCHOOL  
*Achieving Et Celebrating Together*

# **SEN and Inclusion Policy**

**Date of Review: 2011-12**

**Ratified by BoG: 12.3.13**

**Date for Review: As required per guidance**

**Signed:**

**(Chairperson of the Board of Governors)**

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **Section 1. General Information**

### **Introduction**

#### **Rational/Mission Statement**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs through an inclusive approach throughout the school. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation within a broad, balanced and relevant curriculum. 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;
- need a range of different teaching approaches and experiences.

Our ultimate aim is to allow each child to experience success as we achieve and celebrate together.

### **Aims and Objectives**

In Phoenix Integrated Primary School we are guided by the following principles. We aim to:

1. Ensure implementation of SENDO and encourage inclusive practices and procedures across all areas of school life.
2. Promote a sense of community and belonging for all children where they feel valued and positive about the role that they can play.
3. Identify barriers to learning as early in the school journey as possible.
4. Develop the full potential of each child; socially, emotionally, physically and intellectually.
5. Take reasonable steps to ensure that child's inclusion is compatible with efficient education of other children
6. Ensure that no child with a disability/ SEN is treated less favourably or disadvantaged in any way in comparison to those who have no disability/SEN.
7. Provide a classroom environment which is caring and supportive and conducive to learning.
8. Provide a range of SEN provision to match the range of SEN/disability in our school, including working with outside agencies where necessary.
9. Ensure that parents/carers are able to play their part in supporting their child's education and that they are recognised as key players in their child's learning journey.
10. Ensure that our children have a voice in this process and are active partners in their learning.
11. Ensure effective monitoring and evaluating.
12. Develop knowledge, skills and understanding which ensure progress, promote success and develop self-confidence
13. Develop and make use of all resources in support of pupils with SEN/disability.

## **Definitions of SEN and Disability**

### **Definition of SEN**

“Special Educational Need” is defined as “*a learning difficulty* which calls for special educational provision to be made”

A child has a *learning difficulty* if he has significantly greater difficulty in learning than the majority of children of his age and/or has a disability which either prevents or hinders him from making use of educational facilities generally provided for children of his age in ordinary schools. (CoP Par. 1.4)

### **Definition of Disability**

“Someone who has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.” Part 1 of Disability Discrimination Act 1995

## **Management of SEN within the Policy**

### **Roles and responsibilities:**

#### **Board of Governors**

- The Board of Governors, should in co-operation with the Principal, determine the school’s general policy and approach, establish appropriate staffing and funding arrangements and maintain general oversight of the school’s work.

#### **Principal**

- The Principal has responsibility for the day-to-day management for all of the school’s work, including its SEN/disability provision, and should keep governors informed and work closely with the SEN co-ordinator.

#### **SENCO**

In Phoenix Integrated Primary School the SENCO leads Management of Special Needs and Inclusion

- Promotes an inclusive culture within the school.
- Has responsibility for the day-to day operation of the school’s SEN policy.
- Co-ordinates SEN and Inclusion provision alongside the Principal.
- Maintains the SEN and Inclusion register, with records on pupils with special educational needs/disability;
- Supports teachers in the identification of children who may benefit from being on the SEN register.
- In conjunction with other coordinators and teachers analyses standardised scores to identify children who are underachieving or low achievers.
- Assists teachers in devising Individual Education Plans (IEPs), ensuring the creation of SMART targets and progression throughout a year’s cycle of IEPs.
- Liaises or supports class teachers in liaising with parents of children with special educational needs/disability;
- Responds to requests for advice from other teachers;

- Liaises with external agencies, including referrals to educational psychology.
- Prepares for and chairs the annual review meetings for children with statements.
- Establishes the SEN in-service requirements of the staff, and contributes as appropriate to their training.

### **Teachers**

All Teaching Staff including SEN support staff at Phoenix IPS have been involved in the development of the school's SEN Policy and are highly focused on meeting the special educational needs of the children in their class.

All Teaching Staff in our school:

- Are responsible for meeting the needs of all children in their class.
- Present materials appropriate to pupil's age, maturity, learning need/disability.
- Identify barriers to learning and seek ways to adapt the teaching and learning strategies to meet each child's individual needs.
- Ensure that appropriate SMART targets are set, IEPs are developed and that reviews are carried out termly.
- Monitor progress and discuss successes or difficulties with the SENCo and SEN support staff.
- Liaise with SENCo, SEN support staff, appropriate Co-ordinators (Literacy, Numeracy and Assessment) and outside agencies when involved.
- Liaise with parents and pupil regarding progress to inform IEP reviews.

### **Classroom Assistant**

In Phoenix IPS generic classroom assistants are in place to support the class teachers in meeting the needs of all the children in the class and to maintain the learning environment. In all classes the classroom assistants work in partnership with the class teacher and are fully involved in children's provision, monitoring and reviews under the direction of the teacher. At times this may involve working with children who have special educational needs, whilst at other times it may involve working with other children in the class to facilitate the class teacher working with the children with additional learning needs.

In our school classroom assistants are also involved in supporting children with SEBD and Autism to access the curriculum and the learning environment. Moreover classroom assistants are in place to support children who have a Statement of Special Educational Needs.

Reading Partnership trained classroom assistants work with individual children to endeavour to raise the reading standard.

### **Domestic Care Assistants**

In Phoenix IPS the domestic care assistant works to support a child with a Statement of Special Educational Need for solely physical difficulties. The role of the domestic care assistant is to support the child in accessing the physical elements of the curriculum and

the physical environment of the school. More details of this role are provided in the Intimate Care Policy.

### **Pupils**

In our school the pupils are involved or aware of target setting depending on their age and ability. They are involved in the learning, take responsibility for their learning and can evaluate their successes. The children are very aware of the importance of celebrating their successes with their peers, adults in school and their parents or carers at home.

### **Parents**

In Phoenix IPS we recognise the unique contribution that parents can make as experts on their child. At the beginning of the process of identification of a child's Special Educational Need concerns are discussed with the child's parents. The parent is then informed of the procedures in place and initial targets are shared. Permission is sought by the school at various stages of the Code of Practice including initial entry onto the register, participation in withdrawal sessions, referrals to outside agencies and for removal from the SEN register.

At all stages of the Code of Practice parents are informed and encouraged to be fully involved in supporting their child's learning working in partnership with the school. They are also encouraged to celebrate successes and achievements with their child.

### **SEN Support arrangements**

In our school the SEN Staff work with the class teachers and the SENCo to determine the children who require additional learning support. This support can take the form of withdrawal support and or support in class. The support is focused on IEP targets and is based on Literacy and Numeracy targets.

SEN staff also supports class teachers in development of IEP targets and provides evidence and assessment for IEP reviews.

### **Admissions**

The admission arrangements with respect to the majority of pupils with special educational needs are consistent with the school's general arrangements for all other pupils.

Children with statements of special educational needs are placed in schools at the request of the Education and Library Board.

When seeking to place a pupil with a statement, the Board will take into account the wishes of the child's parents and the provision of efficient education for other children in the class or school and the efficient use of resources to determine the suitability of the placement.

This is in line with SENDO legislation.

### **Special facilities/resources**

In our school our additional facilities include a Learning support area. We have full wheelchair access throughout the school and two disable toilets, one of which includes a changing bench.

### **Reference to other relevant policies**

The following policies are also relevant and in line with SENDO legislation

- admissions;
- positive behaviour;
- Health and safety;
- pastoral care;
- child protection;
- confidentiality;
- curriculum policy.

### **Complaints Procedures relating to SEN procedures**

If a parent has a concern about provision, in the first instance they are encouraged to work in partnership with the school to try to resolve the issue. The channels available within school are firstly the class teacher, followed by the SENCo and then to the Principal.

Where no resolution can be reached parents are advised of the SELB Advice and Information Service (see brochure) and of the Dispute, Avoidance and Reconciliation Service (DARS – see leaflet). This information will be publicly displayed for all parents on a parents' notice board in our school.

A record of all concerns is kept by the SENCo and the Principal.

## **Section 2. Identification, provision, monitoring and evaluation of SEN procedures**

### **Identification**

All staff in Phoenix Integrated Primary School are responsible for early identification of children with SEN using:

- Their own observations, experience and professional judgement.
- Ongoing testing which includes checklists, weekly class tests, in addition to annual standardised testing (see Appendix).
- Information gleaned from previous schools, previous teachers, parents and external agencies.

Information is collated into class screens and the use of Assessment Manager is being developed to assist with this process. Test results and pupil profiles are analysed by the class teacher, the SENCo and other staff members where appropriate (Assessment Co-ordinator) to identify children whose performance may be inconsistent or low. If a difficulty is identified the following procedures are put into place:

1. The child will be placed onto the school Record of Concern (held electronically in Private 2 throughout the year and updated half-termly when a decision is made based on the child's progress).
2. Further diagnostic tests may be carried out (see Appendix).
3. The child may be placed onto the SEN register after thorough analysis, consultation with parents and other involved parties (Classroom Assistant, Principal, child). This decision will be made after a half term, term or after the following standardised testing session.

The SENCo meets formally with each teacher once per term and informally on a more regular basis. Children are moved between stages and on/off the register as appropriate, usually at the end of an IEP cycle.

The school adheres to the five stage approach as outlined in the Code of Practice.

### **Provision at Stages 1-3 of Code Of Practice**

#### **Stages 1 and 2 of the CoP – School Provision**

**Stage 1:** Teachers identify a child's special educational needs/disability and consult with the school's SEN co-ordinator to place the child on the SEN register. Parents are informed and written consent is granted. The class teacher takes initial action and records adaptations to the curriculum in the form of an action plan.

**Stage 2:** The SEN co-ordinator takes lead responsibility for co-ordinating the child's special educational/disability provision, working with the child's teacher.

- IEPs are drawn up, implemented and reviewed termly. In some situations it may be deemed appropriate to review on a half termly basis.
- Teachers and the SENCo consult the **Good practice Guidelines** for relevant and purposeful measures that are appropriate and to identify reasonable steps/adjustments could be made.

- At Phoenix IPS we are committed to developing and maintaining an inclusive curriculum and extra curricular activities to ensure integration of SEN pupils.
- Support is provided by the class teachers through meaningful differentiation and shared learning experiences.
- At this stage we make effective use of appropriate withdrawal or in-class support by the special educational needs team. The decision is made about the characteristics of the support depending on the needs of the child (see Appendix for guidelines for withdrawal).
- Full use is made of resources available within school including assistive technology (see Appendix).
- Classroom Assistants are trained to support children with SEN including behavioural needs.
- Teachers are supported through the dissemination and implementation of any provision/strategies as a result of external advice, support and training (see Appendix for list of training for current year).

General advice and support can be requested from Children and Young People's Services at any stage of the Code of Practice by any member of staff.

### **Stage 3 of the CoP- School provision and external support**

**Stage 3:** Teachers and the SEN co-ordinator are supported by specialists from outside the school.

At Stage 3 a school may refer a child to Psychology Service for further assistance in addressing the child's SEN. Psychology will give recommendations to the school and may refer to another external support service for additional support. School based provision continues as appropriate with:

- Additional expertise sought to improve progress
- External specialist intervention with the pupil as appropriate (see Appendix).
- The external support service help to draw up the IEP in partnership with the school.

### **Provision at Stages 4 and 5 of CoP**

**Stage 4:** Following an application (SAR1) to the Board from school or parent, the Board considers the need for a statutory assessment and, if appropriate, makes a multi-disciplinary assessment.

#### **School provision**

The class teacher, in consultation with the SEN Co-ordinator, draws up an Education Plan while waiting for the outcome of the SAR1 application.

**Stage 5:** The Board considers the need for a statement of special educational needs/disability; if appropriate, it makes a statement and changes, monitors and reviews provision.

#### **School provision and external support**

The school implements the recommendations of the Statement of SEN regularly monitoring and reviewing provision.

### **Record keeping**

Phoenix Integrated Primary School is currently developing a comprehensive system for monitoring SEN provision through the Board of Governors, Principal, SENCo and class teacher.

#### **Board of Governors**

The Board of Governors has overall responsibility for monitoring SEN and the implementation of SENDO and they will in the coming months appoint a representative to monitor this area within the school.

#### **Principal**

The Principal reports regularly to the Board of Governors on issues pertaining to SEN and Inclusion.

The Principal has responsibility for monitoring the application and success of this policy and the effectiveness of current provision through:

- Meeting regularly with the SENCo.
- Talking to pupils, classroom assistants and teachers about the SEN and Inclusion provision within the school.
- Ensuring all staff have adequate training and are aware of the implications of SENDO.
- Providing time within staff meetings and exceptional closures for the dissemination of courses, for updating training and for reflection on current practices and planning for improvement.

#### **SENCo and Class Teacher**

The SENCo has responsibility for the day-to-day management of the SEN register and the associated statements, reports, IEPs and samples of work. The records are organised and stored as follows:

- Class based SEN File – This file holds the current SEN policy, categories of SEN document, checklists for identification of SEN, teaching strategies and research based documents, a yearly overview of the SEN provision, a list of External contacts and a section for each child in that year group with SEN.
- Child's Section – This section of the file contains the final IEP from the previous school year to inform the initial IEP of the year alongside observations and beginning of year checks. It also contains the current academic year's IEPs (one per term unless an exceptional circumstance) along with samples of work, reviews, SEN support staff reviews, advice from external agencies and parental contributions.
- Pupil Folders – These files are stored in the class filing cabinet and contain previous year's IEPs along with samples of work and contributions from all relevant parties, copies of statements (if applicable), reports from outside agencies, annual reviews (if applicable) and correspondence relating to the child's SEN. The SENCo updates these files on a regular basis.

- SEN and Inclusion Working File – This file contains the SEN register which is updated termly, records of training attended and the subsequent dissemination, current SEN audits, paper copies of class screens, a termly paper copy of the Record of Concern and the SEN log. The file also contains master copies of External Contacts, all the documents included in the Class Based SEN files and any letters or forms required on a yearly basis (see Appendix).
- SEN Filing Cabinet – The filing cabinet contains copies of correspondence and reports from outside agencies, copies of referrals made by the school to outside agencies, copies of statements and annual reviews for the current academic year and the previous year’s documentation.

## **Monitoring Progress of Pupils with SEN**

### SENCo

The SENCo and SEN support staff support the class teacher in the early identification of SEN, the creation of SMART targets, the use of meaningful classroom based strategies to ensure inclusive practice is occurring and in the monitoring of progress.

The SENCo is involved in monitoring the IEP targets to ensure that there is progress from term to term and from year to year. When monitoring the creation of IEPs and their reviews the SENCo has a different focus each term alongside this key function.

#### Term 1

IEPs - Use of SMART targets by all class teachers.

Reviews – Effective use of the coding system to inform subsequent IEP.

#### Term 2

IEPs - Progression from Term 1 reviews, targets being broken down further where necessary to ensure that the child experiences success.

Reviews – Effective use of samples of work to support the evaluations presented at the reviews.

#### Term 3

IEPs – Identification of samples of work that will support evaluations.

Reviews – Pupil and parental involvement in the review process.

The SENCo is also responsible for monitoring the effectiveness of withdrawal or class based support sessions, the input of outside agencies including specific strategies being implemented in class and the movement up and down through the Code of Practice.

### Class Teacher

The class teacher is responsible for monitoring the progress of all children in their class including children on the SEN register. The class teacher liaises closely with the SENCo and SEN Support staff to ensure appropriate provision. Differentiated provision is provided at Stage 1 and IEPs at Stages 2 to 5. For children at Stage 5 with a purely physical disability, the IEP is based on their inclusion within all areas of the curriculum and may contain targets pertaining to their care needs.

IEPs are drawn up on a termly basis and targets are based on the results of observations, assessments and checklist outcomes and where appropriate guidance is taken from

statements and Educational Psychology reports. Reports from other outside agencies are also used if available alongside the Good Practice Guidelines. An agreed format for IEPs is used and copies are stored both in a hard copy and in Private 2 electronically.

Pupils and parents are consulted in the formulation of an IEP and the responsibilities of parents and other significant bodies are made clear (SEN support staff). Parents attend IEP review meetings in Terms 1 and 2 and parental contribution is sought in written form in Term 3. The outcomes of the final reviews are shared with the parents and the pupils at the end of the school year. Where a parent is unable to attend an IEP review they are given the opportunity of contributing in written form, by email or through a telephone conversation.

The class teacher monitors the child's progress using regular checklists, formative assessments, class test and the pupil profile. The class teacher works with the SENCo and Principal to monitor the involvement of classroom assistants to ensure optimum support for children with SEN/disability.

#### SEN support staff

The SEN support staff is a key player in focusing in on the targets set in the child's IEP and monitoring and evaluating the progress made in relation to these targets. This information is vital in informing the IEP reviews and the SEN support staff's contribution and samples of work provide detailed evidence for these reviews.

The SEN support staff can also determine other gaps in the child's knowledge and understanding which informs IEP targets.

The SEN support staff provides valuable information regarding the effectiveness of withdrawal sessions and gives recommendations about the continuation or cessation of withdrawal sessions.

#### Classroom Assistants

Classroom Assistants support the Class Teacher in the gathering of evidence throughout the time frame of an IEP and at the time of IEP Reviews.

#### **Evaluation of the School Procedures for SEN**

At Phoenix Integrated Primary School we are committed to continual monitoring and evaluation to ensure the effectiveness of our practice. In light of this we are continually assessing the effectiveness of SEN provision within school and are currently focusing on the following aspects:

- Monitoring our pupils with SEN to ensure that the gap in attainment between them and their peers is remaining steady or reducing.
- Evaluating the ways in which the quality of learning has improved the outcomes for our pupils with SEN.
- Termly meetings between SENCo, SEN support staff and class teachers to evaluate progress of the pupils.
- SENCo and SEN support staff meet to evaluate the effectiveness of withdrawal programmes or in-class support. These meetings are on an informal basis throughout the year and a formal basis in the third term.
- The provision for Statemented children is reviewed annually and the provision is amended as required. Provision for children of a transfer age is reviewed in the

first term and application is made to the SELB based on the outcome of this review.

- The impact of training, advice and support from external agencies is reviewed in the third term with recommendations made for the following school year.
- The inclusion of children with SEN in all areas of school life is evaluated informally on an ongoing basis throughout the school year.
- The Board of Governors are informed about the progress of the implementation of this policy and the SEN provision throughout the school.

## **SECTION 3. Professional Development and Partnerships**

### **Professional Development**

At Phoenix Integrated Primary School we are committed to the Profession Development of all staff. In light of this the Principal oversees the professional development of all staff in consultation with the SENCo, ensuring that necessary training is obtained (see Appendix). Opportunities are given for staff to disseminate and share knowledge with other staff. A record is kept by the Principal of all training and copies of course contents are kept in the SEN Working File.

#### **Qualification/experience of staff**

- 6 Classroom Assistants are trained in the Reading Partnership.
- It is our aim to encourage the development of all staff in this area.

### **Partnerships**

#### **Internal partnerships**

In Phoenix Integrated Primary School we are privileged to have grown from a small school community to a single intake primary school. As a result the culture and ethos that has developed is a very supportive environment which encourages collaborative thinking and shared learning. In terms of our SEN provision this means that frequent meetings and discussions occur between the Principal, SENCo, SEN support staff, class teachers and classroom assistants about the most effective ways to meet the needs of our children with additional learning needs.

#### **External partnerships**

Over the years we have developed working partnerships with our school Educational Psychologist, the Educational Psychologist Assistant, Physiotherapist, School Nurse, Peripatetic Teachers and other SELB support services including Autism Advisory and Intervention Service, the Behavioural Support Team and the Pupil, Personal Development Services Team.

The support that these services have and continue to provide have been invaluable in supporting pupils with additional needs and their parents. Full details of the procedures for involving these services can be found in the Appendix.

#### **Partnership with parents**

At Phoenix Integrated Primary School we acknowledge the valuable and vital contribution that parents can make in their child's learning journey. Over the years we have developed positive relationships with our parents and continue to welcome their contributions through our open door policy. Parents can speak to class teachers in the mornings briefly or can arrange a meeting to discuss an issue or concern in more depth. Parents are also welcome to make an appointment to meet with the SENCo or the Principal.

Parents are involved at all stages of the Code of Practice and their contributions to IEP creation and review are warmly welcomed and highly valued. We understand that through a greater level of sharing of knowledge that more effective learning can take place.

### **Pupil participation**

At Phoenix Integrated Primary School we believe that for effective learning to take place that the child needs to be part of the learning process. As educators we are responsible for the teaching but the child is responsible for the learning and our children are taught this principle from a young age.

With relation to our SEN provision we promote good relationships between the child and all of the adults involved in their learning. We allow and encourage the children to be involved in the decision making process and in setting personal targets. It is vitally important to us that children view themselves as being successful and that their successes are celebrated.

### **Links with other educational establishments and transfer arrangements**

Phoenix Integrated Primary School has developed links with nursery and post primary schools. As a young school these links are still developing and we are learning more with each year that passes and with each new situation that we face. We are committed to developing these links with the wider school community with SELB guidelines. Relevant information about pupils with SEN and copies of appropriate records are made available to ensure continuity and where possible the SENCo or class teacher will communicate with the SENCo or class teacher of the receiving school.

**This policy will be reviewed in light of changes in legislation or practice. This will happen in consultation with all staff members.**