

Redhill Primary School



Policy for Special Educational Needs and Inclusion

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Redhill Primary School

SEN / Inclusions Policy

Overview

This policy complies with the guidance given in the 2014 document “Special Educational Needs and Disability Code of Practice: 0 to 25 years” (DFE Ref 00205-2013 available online at www.gov.uk/government/consultations) It has been written with reference to the following guidance and documents.

Children and Families Act
DfE 2014

Disability and Discrimination Act
DfES 2005

Every Child Matters – Outcomes Framework (Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well Being) DfES 2004

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2001

National Curriculum Statutory Statement on Including All Pupils DfES 2000

1. Summary Statement.

At Redhill Primary School we believe that all pupils have a right to a broad and balanced curriculum and the opportunity to fulfil their potential, irrespective of background or ability. We aim to provide all children with a stimulating learning environment, opportunities and activities to meet the needs of various learning styles and therefore remove barriers to learning.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils’ individual needs.

The aims of SEN policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision

- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give resources to SEN
- To provide curriculum and extracurricular access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need.

Links with the Birmingham Local Offer

Our local offer is placed within that of the local authority and as such, we work with existing partnerships but are willing to forge new ones to in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Birmingham's local offer please visit

<http://www.mycareinbirmingham.org.uk/>

<https://www.birmingham.gov.uk/localoffer>

2. Success Criteria.

- That Redhill School has clear procedures for identifying pupils with special educational needs using a range of diagnostic and summative assessments.
- There is a system in place for measuring the progress of pupils with special educational needs through termly provision planning for learners at Universal Support, and ITP for pupils at Targeted support.
- That all teaching and support staff feel confident in planning for and teaching children with special educational needs.

3. Partnership with Parents/Carers.

All parents have access to the LA guidelines on SEN which are available through the school's prospectus. Information is available from the School Office. They may also have access to the SEN / Inclusion Policy via the school website which also includes the school's SEND Information Report and links to Birmingham's SEN local offer.

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome

- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child (including where necessary personal budgets linked to EHCPs).
- agreeing targets and support for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- providing all information in an accessible way

4. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (2014 SEN & Disability Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition, pupils who are identified as having SEN are invited to participate in:

- ITP reviews and setting of ITP targets where appropriate
- Regular meetings with named adults
- social skills groups and dialogue with support staff
- Annual reviews related to care plans etc.

5. Management of SEN within School

The governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO's name is Hannah Fox. Hannah Fox holds the National SENCo Award.

All staff in school have responsibility for pupils with SEN. All teachers are teachers of special educational needs. They will liaise with the SENCO and other professionals to plan and review individual programmes of work. Class teachers are responsible for providing differentiated teaching, learning and resources to match the range of abilities in their class, to ensure that the learning needs of all pupils are met. Whenever possible, additional resources are made available to enable pupils to develop their understanding.

Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils.

Subject Co-ordinators have responsibility for ensuring that special educational issues are catered for in their subject areas and in collaboration with the SENCO can identify, assess and monitor children with special educational needs in these subjects.

Teaching assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is both pupil centred and class based depending on the nature of those with specific learning needs.

The school also currently employ an administration assistant two afternoons per week to undertake some of the administrative tasks involved with SEN.

In line with the recommendations in the 2014 SEN & Disability Code of Practice, the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing SEN support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN (*in conjunction with appropriate staff*)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy.

The name of the governor with responsibility for SEN is **Mrs N. Shamahoon**

6. Identification and Assessment

The school adopts the levels of intervention and identification as described in the 2014 SEN & Disability Code of Practice.

	<u>Classification</u>
	No SEN support
	Universal support (in class support by differentiation)
	Targeted support (in class support plus intervention)
	Specialist support (in class support plus intervention plus advice/ support from external agencies (EHCP))

Universal Support

- Class teacher has overall responsibility at this stage- coverage of effective Wave 1 teaching and learning – see **Appendix 1**.
- Discussion with SENCo about child causing concern.
- Informal assessments made of child's strengths and weaknesses, gathering of relevant information and comparison with attainment criteria and summative assessments.
- Parents informed.
- Child placed on SEN register.
- IEP completed by class teacher to identify short term targets, teaching strategies, provision and success criteria.
- Review after a term and strategies / targets amended as necessary.
- Parental involvement encouraged.

Targeted Support

- SENCo takes lead role at this stage.
- Universal support/ provision planning information reviewed and further information gathered.
- Comparison of child's attainment and progress using the Language and Literacy or Maths toolkits.
- Continuum is completed and an SEND band identified.
- Discussion with parents and pupil involved.
- This stage often includes a request of help from external services (CAT, EP, PSS, HI/ VI teams).
- Specialised assessments are completed where applicable to ascertain specific needs and inform future planning and targets.

- ITP drawn up by SENCo in liaison with class teacher and any support services involved.
- On-going support from external services and SENCo where appropriate.
- Review each term.
- Parents invited to all reviews and encouraged to attend.
- Views of all services involved, including the pupil, are gained at review and modifications made as necessary.

Specialist Support

- Involvement of external support agencies: PSS, CAT, EP, VI/ HI, behaviour support.
- The school can request consultation with appropriate support agency, including Health Services, and assessments are made.
- SENCo, class teacher, and advisory professionals put together a request for an EHCP/ statutory assessment which specifies individual targets and support to be provided.
- Review is yearly.
- All external agencies involved make oral / written report at review.
- Parents invited to review meeting and their opinions added.

Request for Statutory assessment and completion of Education Health Care Plan

- All agencies involved work together to complete a CRISP assessment in order to identify individual needs and support.
- CRISP profile matches description of a pupil's needs with description of special need.
- The SENCo, in liaison with the team around the child (TAC), put together a proposed ECH plan/ request for a statutory assessment following the EHCP pathway.
- This identifies and outlines broad outcomes for the year based around education, health or care (as appropriate).
- An IEP is used to identify specific targets which are taken from EHCP – they will lead to ultimate objectives as set out for the year in the ECHP.
- Head teacher makes request for Statutory Assessment to SENAR.
- School provides written evidence.

Annual Review Procedures

All ECH plans are reviewed annually, using the guidance from SENAR and person centred review tools.

ITP: Individual Target Plan and Provision Planning

The SENCo is responsible for keeping the SEN database up to date and available when needed. All pupils on the SEN Database identified as Targeted Support will have Individual Target Plans (ITP). These are based upon next steps

as identified by the Language and Literacy/ maths toolkit continuums. At Redhill School all ITPs are reviewed on a termly basis at which views of both the parents and the pupils are sought. Universal support targets will be set by the class teacher as part of termly Provision Planning. For pupils with EHC plans, provision will meet the recommendations on the plan. All current ITP is placed in the teacher's planning folder. The SENCo has a copy of all paperwork pertaining to each child on the database in order to monitor the children's current needs and implement further support as necessary.

Transfer

When children move schools all SEN records are sent to the new school. Secondary schools are invited to the final SEN review for the children where progress and new targets are discussed.

Identification of SEND needs

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCo works closely with the school assessment co-ordinator using whole school I track data as an early identification indicator. Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEN.

We may use the LA Language and Literacy/ Maths toolkits to assess and moderate the achievements and progress of a child with SEN.

At Redhill we believe that children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in similar schools.

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile/ Development Matters age bands and baseline scores, SATs, reading ages, annual pupil assessments
- the completion of teacher concern forms/ PSS referral forms
- following up parental concerns
- tracking individual pupil progress over time using itrack or toolkit data
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

The SENCO maintains a record of pupils identified through the procedures listed.

For some pupils a more in depth individual assessment may be undertaken by the school. For some pupils an external agency will be involved in assessment and identification of need. Any advice given by the external agency is communicated to all adults working with the pupil including the parents.

Whole school protocols and procedures are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with ECH plans. We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently.

7. Curriculum Access and Provision

Redhill School aims to provide effective teaching and learning for all children by removing barriers to learning. Primarily this is through good quality first teaching (QFT) in the classroom so that children are included through a range of teaching styles and have opportunities to develop a range of learning styles. Short term plans and medium term provision planning identifies objectives and outcomes for children. In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs to enable them to engage in all activities that the school provides.

The range of provision may include:

- in class support for small groups with an additional Teaching Assistant (TA)
- small group withdrawal with TA
- individual class support / individual withdrawal
- further differentiation of resources
- Selected evidence based interventions (e.g. Reading Recovery, Numbers Count, BRP, inference training, etc.)
- Support to maintain the emotional well-being of pupils with additional needs through social skills groups.
- Equal access for all children in all activities including physical activities.
- Other external agencies will withdraw children to work on an individual basis.

8. Admission Arrangements.

Children will be admitted to Redhill School if places are available, irrespective of any special educational need.

If any child needs support, we aim to identify (if not already done so by previous school) and assess as soon as possible after admission and ensure that ongoing systems of support are developed, monitored and, where necessary revised.

Redhill School applies the LA Admission Criteria and places are allocated in the following order

- a) children with brothers or sisters already at the school who will still be there when they start school themselves.
- b) children who live nearest the school in terms of proximity.

9. Facilities for Disabled Pupils and Adults.

There is ground level access and the main school is on one level.

All children have equal access to the full curriculum including physical activities.

Please see *Accessibility Plan* for future plans for improvement in access and facilities.

10. Allocation of Resources.

The Governing Body, in consultation with the Head Teacher, allocate resources for SEN, dependent on current needs.

The allocation of funds for children with statements is identified in their EHC plan. This includes staffing and resources.

A sum of money is also allocated each year for materials and equipment. The SENCo has responsibility for this allocation. Resources are located in classrooms, the cupboard in the main hall, and the Y6 corridor.

The resources are audited on an annual basis to identify any specific needs and to ensure their effective use. This will then determine the allocation of funding through the SEN budget.

11. Dealing with Complaints.

All parents are informed that they should make an appointment with the SENCo if they have any queries or complaints regarding SEN provision for their child. Parents are encouraged to take an active role in supporting their child in their education at Redhill School.

12. LA Support Services.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For some pupils any one or more of the following agencies may be involved:

- Pupil and School Support (PSS)
- Education Psychology Service (EPS)
- Behaviour Support Service / City of Birmingham School (BSS/ COBS)
- Communication and Autism Team (CAT)
- Outreach / Brays
- Learning Mentor
- Hearing or Visual Impairment team (HI/ VI)

Parents are made aware when this support commences.

The SENCo maintains links with other SENCos through the SENCO network and consortium meetings that take place each term. .

13. Links with Health, Social Services and Voluntary Organisation.

Redhill School receives regular visits from the school Nurse / Dentist, and sight / hearing assessments are made. The Head teacher and Assistant Head teacher are DSLs for Child Protection and liaise with Social Services as necessary (see Child Protection Policy.)

14. Experience, Qualifications and In-Service Training.

The current SENCo is Hannah Fox who is also the EYFS phase leader and Assistant Head teacher. She has achieved the national SENCo award/ qualification.

There is one staff meeting each term which is designated specifically to SEN and related issues, as well as all staff having opportunities to attend meetings and reviews of children with whom they are working.

The SENCo has also had training in ECAR and Reading Recovery, two of the evidence based Literacy interventions which are used in the school.

PSS & Education Psychology Service also support In-Service training by providing workshops and training for Teaching Assistants (eg. appropriate software, training for specific Interventions.)

Regular in-service training of on-going teaching and support strategies (QFT) also includes all staff.

This policy is due to be reviewed: June 2019.

Appendix 1

Related to Standards for Inclusion (13-21)-Teaching Approaches.

Inclusive Teaching Strategies in Classroom Teaching.

At Redhill Primary School we employ a range of inclusive teaching strategies in order to ensure effective Quality First teaching and learning. All schemes of work provide guidance on differentiation and a key priority in our School Development Plan has been 'personalised learning' and the development of children's learning through a range of learning styles.

Some of the inclusive teaching strategies we employ are identified below:

- All children clear about objectives and structure of the lesson
- DRICE and Bloom's Taxonomy are used to support the development of higher order thinking and questioning skills
- Questioning – pitched so as to challenge children at all levels, use made alternatives to questions to invite response
- Effective planning and use of appropriate resources
- Children help and support each other with ideas; they give one another space to think and respond to questions
- Use of paired work to maintain attention, and to link to children's own language and experiences.
- Interactive strategies used; eg white boards, ipads, netbooks etc.
- Visible and tangible aids used.
- Individual tasks relate to whole class work and are clearly explained or modelled.
- Children have been taught strategies and know how to access resources to enable them to work independently.
- Individual tasks are simplified or extended, made more open or closed, according to need; children complete a range of activities to meet their individual learning styles.
- Scaffolding is provided where needed – in a range of forms eg, writing frames, grids, phoneme frames etc.
- Additional adults are actively involved throughout, in supporting or assessing learning, and are used to promote independence.
- Appropriate behaviour is noticed and praised or rewarded
- Effective use is made of ICT as an access strategy and teaching tool.
- Teacher draws lesson together to identify key points of learning for all children.
- Self-evaluation tools – use of 'traffic light' system, success criteria.