

Manland Primary School

SEN and Inclusion Policy

in compliance with

Statutory Instrument : Special Educational Needs (Information) Regulations

(Clause 65)

and

Special Educational Needs and Disability Code of Practice (2014)



Adopted on : 29.06.15

Chair of Governors:...Claire Turner

Headteacher:...Melanie Smith.....

Due Date for Next Review	Review completed without, or with only minor, amendments (as per committee minutes)	Date of ratification by FGB	Initialed by Chair and Head
Spring 2016	Review with minor amendments		
Autumn 2016	Review with minor amendments	12.10.16	

This Policy complies with the statutory requirement laid out in the SEN code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010
- SEN Code of Practice 0-25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy was created by the school's InCo with the SEN Governor in liaison with the SLT, all staff and parents/carers of pupils with SEN.

Our inclusion Leader Mrs Sonya Parrott, can be contacted through the school either by telephone 01582 713452 or email admin@manland.herts.sch.uk. Our Inclusion Leader is a member of the Senior Leadership Team (SLT).

1. Inclusion Statement

- We endeavour to achieve maximum inclusion of all pupils (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the pupils within the school and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to ensure that all pupils will make the best possible progress.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for pupils who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the school's devolved budget.

2. Definition of Special Educational Needs and Disability

The SEN Code of Practice states that a pupil has SEN if he/she has a learning difficulty which requires Special Educational Provision to be made for him or her. In this context, a pupil has a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of pupils of his or her age. It also covers a pupil who has a disability that hinders or prevents him or her from making use of educational facilities provided in schools for pupils of a comparable age.

In school we also acknowledge gifted and highly able pupils as possibly being in need of additional guidance and/or provision. Through high quality teaching we aim to meet the needs of all children including challenging and progressing the learning of our most able pupils.

3. Aims and Objectives of this Policy

This policy is in keeping with the school's aims for learning and teaching. Manland Primary School is committed to providing an appropriate and high quality education for all the pupils living in our local area. We aim to raise the aspirations of, and expectations for, all pupils with SEN. Manland primary provides a focus on outcomes for pupils and not just hours of provision/support. We believe that all pupils, including those identified as having additional educational needs or a disability, have a common entitlement to a broad and balanced academic and social curriculum and should be fully included in all appropriate aspects of school life. Every teacher is a teacher of every pupil or young person including those with SEN.

We aim to meet the definition of Special Educational Needs (SEN) as stated in the Code of Practice 2014. Provision for Special Educational Needs means educational provision which is additional to, or different from, the educational provision made generally for pupils of their age in school.

a) Aims

In order to meet the needs of pupils with Special Educational Needs and Disability, we aim:

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure the early identification of all pupils requiring SEN provision and target their needs effectively.
- To meet individual pupils' needs through:
 - Quality first teaching
 - Effective differentiation of the curriculum
 - Making reasonable adjustments to classroom practices where appropriate
 - The provision of interventions where appropriate
 - Ensuring that all staff working with pupils with SEN are aware of the procedures for identifying, supporting and teaching them.
- To enable every pupil to take part in and contribute fully to school life, including extra-curricular activities where appropriate
- To work in close partnership with parents/carers of SEN pupils to ensure they are kept fully informed of their pupil' progress and attainment.
- To involve the pupils, where practicable, in setting and reviewing their individual targets and in decisions regarding their future SEN provision.
- To work in close partnership with outside agencies to support the needs and provision for pupils with SEN. To ensure continuity for pupils when transferring between classes or schools through carefully planned transitions

- To have high expectations for all pupils so that they reach their individual potential.
- To promote the self-esteem of pupils with SEN by acknowledging and celebrating the progress they have made and their individual successes.

b) Objectives

- To identify areas of special needs as early as possible within a whole primary school framework of identification and provision.
- To work within the guidance provided in the SEN Code of Practice 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion policy. At Manland that role is taken by the Inclusion Leader.
- To include all pupils by providing access to an effective curriculum through whole class teaching, small group teaching and individual support.
- To provide a broad and balanced curriculum appropriate to the pupil’s age and ability and to give access to the National Curriculum, as is the pupil’s entitlement, through a range of teaching strategies, resources and classroom management.
- To help each pupil to realise his/her full potential and to optimise his/her self-esteem.
- To monitor and review the pupil’s SEN needs and progress through collaboration between staff, parents/carers, the pupil and other agencies as appropriate.
- The pupil’s wishes and views will be sought if appropriate for his/her age and understanding. The pupil will be given an opportunity to talk with his/her teacher. The pupil’s views will be recorded on his/her PLP (Personalised Learning Plans) and Review forms
- To enable all staff to play a part in the identification of SEN pupils and address their individual needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To ensure equal opportunities for all pupils to play a full part in school life.
- To develop all pupils to their potential.

4. The 4 Main Areas of need as defined by the SEN Code of Practice 0-25 (July 2014):

- Communication and Interaction – this includes pupils with speech and language and communication needs (SCLN) who have difficulty in communicating with others. They may have difficulty with one, some or all aspects of speech, language or social communication. It also includes those who demonstrate features within the autistic spectrum.
- Cognition and Learning – this includes pupils who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia.
- Social, Emotional and Mental Health Needs – this may include pupils who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and / or Physical Needs – this includes pupils with vision impairment (VI), hearing impairment (HI), multi-sensory (MSI) and physical difficulties.

5. SEN Support

About one in five pupils may have learning difficulties at some time in their school life. Many pupils overcome their difficulties; others may require further long term support.

These difficulties may be identified before a pupil has entered school or they may come to be recognised at a specific point in their education.

Pupils must not be regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

Behavioural difficulties, along with persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a pupil or young person has a special educational need or disability and should not automatically lead to a pupil being registered as having SEN.

6. Disability

Many pupils and young people who have special educational needs may have a disability under the Equality Act 2010 – that is “...a physical or mental impairment which has a long-term substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition provides a relatively low threshold and includes more pupils than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, as well as long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN. Where a disabled pupil or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people.
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.

Please refer to Manland’s Equality Plan on the school’s website for further information.

7. Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school’s usual differentiated curriculum and strategies.

In order to identify and assess possible SEN pupils as soon as possible, a variety of strategies are applied:

- The use of general and specific, formal and informal class observations assessments and record keeping which might highlight developing trends of concern and which are carried out by the class teacher.
- The use of discussion between the class teacher, parents/carers and the pupil.
- The use of consultation between the class teacher, other staff (particularly Inclusion Leader) and outside agencies.
- The use of the Foundation Stage Profile, and an ongoing programme of assessment throughout the school year (see Assessment Policy).
- The use of specific diagnostic aids.
- A register is kept of pupils with SEN. Reviews of the pupils on the SEN register take place 6 times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held along with these reviews.

8. A Graduated Approach to SEN Support

At Manland, we adopt a “high quality teaching” approach. The key characteristics of high quality teaching include:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- opportunities to learn in a range of contexts and through varying teaching and learning styles
- opportunities for multi-sensory learning
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies, analysis of assessment and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEN and high quality teaching.

We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, will make regular assessments of progress for all pupils. We seek to identify pupils making less than expected progress given their age and individual circumstances.

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment – for instance where a pupil

needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

9. The graduated approach to supporting pupils with SEN

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the special educational needs of pupils and young people.

Step 1 Assess

Most pupils's needs will be met by their mainstream school sometimes with the help of additional teaching in school. In identifying a pupil as needing SEN support the class teacher, working with the InCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and attainment and, if relevant, advice from external support services. We take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the pupil. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the Inclusion Leader will contact them (if the parents/carers are in agreement).

Step 2 Plan

Where it is decided to provide a pupil with SEN support, the parents/carers will be notified. The teacher and the Inclusion Leader should agree, in consultation with the parent/carer and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.

Step 3 Do

The class teacher will remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Leader will support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Step 4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the InCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the Head teacher, Deputy Head, Inclusion Leader and Senior Leadership Team members
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEN governor and the wider governing body
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents/carers and staff, both formal and informal.

It is important to note that the level and combinations of provision may change over time.

10. Specialist Support

Manland may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider involving specialists, matched to the pupil's area of need.

The pupil's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the pupil.

11. Education, Health and Care Needs Assessments

Most children with an SEND will have their needs or disabilities met within the mainstream school setting. However, for some children an EHC assessment may be requested from the Local Authority (LA). Following the assessment the LA will decide whether provisions should then be formulated into an EHC plan for the child. In these cases, the Inclusion Leader and other relevant members of staff will work closely with the parents/carers and the child in this process.

12. Criteria for leaving the Inclusion Register

If it is felt that pupils are making progress which is sustainable then they may be taken off of the SEN register. If this is the case then the views of the teacher, InCo, pupil and parents/carers need to be taken into account, as well as that of any other professionals involved with the pupil. If it is agreed by all to take the pupil off of the SEN register then all records will be kept in line with the Retention Guidelines for Schools (May 2012) and passed on to the next setting as appropriate. The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

13. Supporting Pupils

Class teachers, in partnership with the InCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a pupil's needs mean that they are unable to access standardised tests then the InCo will liaise with the class teacher to assess pupils' eligibility for access arrangements for national external assessments.

14. Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs as well as their special educational provision. The SEN Code of Practice (2015) is followed. (See Policy)

15. Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the InCo to explain the systems and structures in place around the school's SEN provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with pupil with SEN.

16. Roles and responsibilities of head teacher, other staff, governors

Provision for pupils with special educational needs or a disability is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

The **head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- working closely with the SEN personnel beyond the school in the local authority, health and social care to ensure that support is joined up and that parents/carers are fully involved at every stage
- working with the SEN personnel beyond the school in the local authority and health and social care professionals (where their input and support is available) to ensure that support is joined up as possible, and that parents/carers are fully involved at every stage.

The **governing body** will ensure that:

- SEN provision is an integral part of the school's improvement/development work
- the necessary provision is made for any pupil with SEN
- they have regard to the requirements of the Code of Practice 2014
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they monitor the implementation of the school's SEN and Inclusion policy
- they have regard to the requirements of the SEN Code of Practice (2014)

- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- the progress and attainment of pupils with special educational needs and/or looked-after pupils are monitored and evaluated when reviewing the effectiveness of the school's support for pupils with SEN
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Inclusion Leader (InCo)** is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- advising on the graduated approach to providing SEN support
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of pupils with SEN alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year assessments etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in SEN moderation.

Class teachers are responsible for:

- providing high quality teaching for all pupils
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the InCo, parents/carers and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEN in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the pupil, including working with the pupil on a daily basis
- making themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting pupils with SEN.
- directly liaising with parents/carers of pupils with SEN

TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedure for giving feedback to teachers about pupils' progress
- work as part of a team with the InCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEN within the class
- play an important role in monitoring progress.

17. SEN Records

It is the school's aim to maintain manageable and informative records which are accessible to appropriate parties.

- Inclusion Register kept by InCo. Appropriate records given to individual classes to keep in their SEN files. This file also contains copies of up to date external advice, current statements/EHCs and proformas of relevant documents
- Pupil's SEN file maintained by InCo and relevant others
- The SEN file will include, as appropriate:-
 - Copies of IEPs and reviews
 - Statements, Formal Assessment Reviews etc
 - Copies of correspondence
- Reports sent to/received from external agencies

18. Additional Support

- Pupils with Statements/EHC plans will receive extra support from a dedicated TA as appropriate
- Pupils with emotional/behavioural difficulties are, where possible and according to the severity of need, given extra support (perhaps only temporarily) from external agencies, TAs, the Senior Leadership Team and/or the class teacher
- Pupils who receive advice from external agents will receive extra support from TA staff as appropriate
- Pupils who experience speech and language difficulties, where appropriate, might receive support directly from the Speech and Language Therapist, LSA, TA or class teacher
- Where possible, pupils with Specific Learning Difficulties should receive extra support from a specialist teacher, TA and class teacher.

19. Accessibility

- The school has an accessibility plan in place
- The school has two stair lifts offering access to the hall
- There are ramps to the Foundation and Y6 classrooms
- One of the ground floor toilets is specially adapted for wheelchair users and people with limited mobility (the pupils' toilet blocks also have disabled access toilets – 1 in boys and 1 in girls)
- The school has a ground floor medical room

- Specialist teachers and other professionals have the use of the SEN room for working with individuals or small groups
- Specific medication for individual pupils is stored in the medical room. A parent/carer may be asked to attend the school to administer the medication

20. Complaints

The school has a complaints procedure which can be found on the school website.

21. Policies/Documents

- SEN Information Report (Local Offer)
- Anti-bullying Policy
- Behaviour and pupil discipline Policy
- Complaints Policy
- Data Protection Policy
- Equality Scheme (includes Policy and Action Plan)
- Supporting Pupils with Medical Conditions Policy

All other policies are available on the school website or from the school office .

22. Review of SEN Policy

This policy was developed through consultation with staff, governors, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.