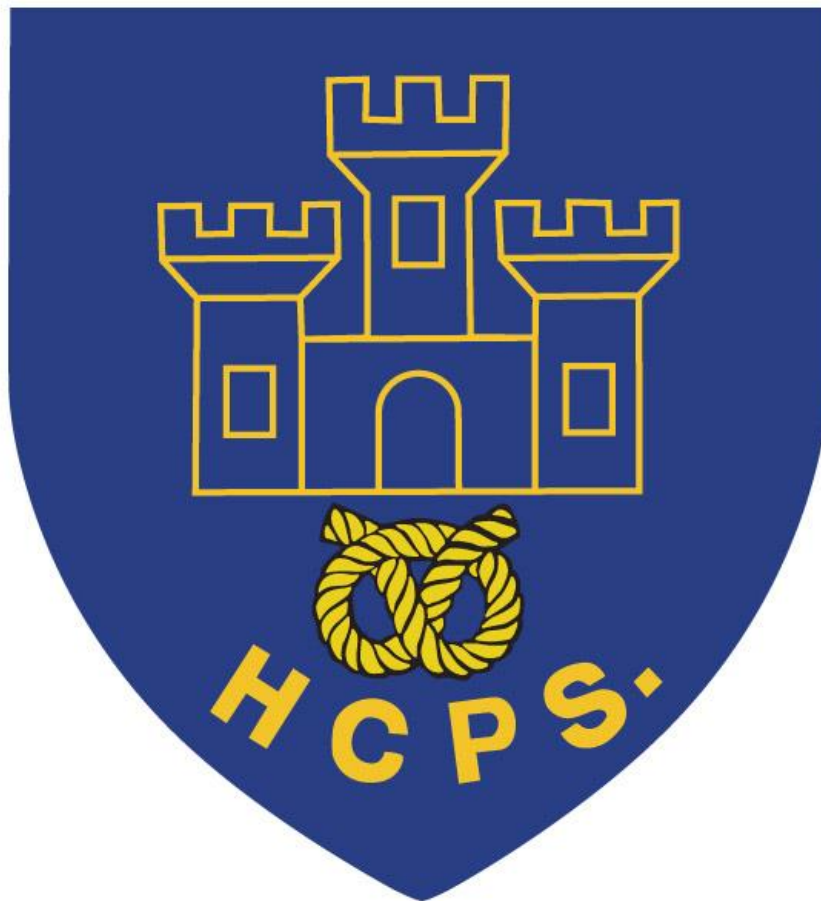


# Hassell Primary School

## ISEN Policy



Mrs K Broome (SENCo)

October 2012

Inclusion and Special Educational Needs Policy

***Mission Statement: Learning for Life"***

**1 Introduction**

1.1 Our school aims to provide a broad and balanced curriculum for all children within a safe and supportive environment where our children will be stimulated and encouraged to achieve their full potential. All teachers aim to plan exciting and engaging lessons through a topic based approach and set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and try to make provision, where necessary, to support individuals or groups of children in order to enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

1.3 Children can have special educational needs either throughout or at any time during their school career. This policy aims to ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.4 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma, diabetes hearing or sight difficulties, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

1.5 Children are not regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught, although children may require additional help to access the curriculum and achieve their potential.

**1.6 Aims and objectives**

The aims and objectives of this policy are:

- to provide an enabling environment that caters for the special educational needs and learning styles of each child;
- to identify, assess and provide for the special educational needs of children;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to try and enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to involve our children and empower them to take an active part in this process.

## **2 Responsibility for co-ordination of SEN Provision**

The SENCo, Mrs Kirsty Broome, has responsibility for co-ordinating the day to day provision of education on the SEN list, supported by the SEN Link Governor Mrs June Walklate.

## **3 Arrangements for co-ordinating SEN Provision**

In our school, the SENCo has responsibility for:

- supervising the day to day operation of the policy;
- co-ordinating the provision for and manages the responses to children's special needs;
- supporting and advising colleagues;
- maintaining the SEN Register and developing effective record keeping
- acting as the link with parents;
- acting as the link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision, and reports to the governing body;
- managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributing to the professional development of all staff.

The Headteacher (also Mrs Broome) has the responsibility for:

- day to day management of all aspects of the schools work which includes the provision for children with special educational needs
- informing the Governing Body of any SEN issues and practice
- working closely with supporting and advising colleagues;

The responsibilities of the Governing Body

- The governing body will acknowledge the requirements in the Code of practice when carrying out its duties toward all pupils with special educational needs ensuring that:
- A policy for Special Educational Needs is written and reviewed regularly
- Teachers are aware of the importance of identifying and making proper provision for these children providing for these children.
- They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.
- Parents are notified of any decision by the school that SEN provision is to be made for their child.

#### **4 Admissions arrangements**

The admission arrangements for children with SEN are generally the same as for other children who apply for a place at Hassell Primary School, which are published in the school's prospectus. In addition, inline with the 2002 Disability Act, the school will:

- Not treat children less favourably, without justification, for a reason, which relates to their disability.
- Take reasonable steps to ensure that a disabled child at our school is not placed at a substantial disadvantage compared to other children, but there is no duty to alter or remove physical features or to provide auxiliary services or aids.
- Plan strategically for and make progress in improving the physical environment for disabled children, to increase their participation in the curriculum and improve ways in which written information is provided about the children.

(However, the measures that the school employs to effectively meet the needs of disabled children, will be dictated by the finances available and what can reasonably be achieved within the restrictions this may impose)

#### **5 Specialist SEN Provision**

Our school has been awarded Staffordshire Dyslexia Friendly Schools Initiative Level 1 (Summer 2009) and is currently under renewal.

#### **6 Allocation of resources**

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **7 Identification & Review of pupils needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us at our school have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

### **7.1 Early Years/School Action**

Early identification is vital. If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Early Years Action (during Foundation Stage) or School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information and enlist their active help and participation. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

### **7.2 Individual Education Plans**

We will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, pupils will receive a minimum of two reviews per year.

### **7.3 Early Years/School Action Plus**

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being sought. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in Early Years or School Action. This enhanced level of support is called Early Years/School Action Plus. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

#### **7.4 Statutory Assessment**

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request. The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

#### **7.5 Statements**

If a child receives a statement of Special Educational Need from the LEA they will have an annual review carried out by the request of the LEA to ensure the child's needs are continuing to be met.

### **8 Access to the curriculum**

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers try to use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at both School Action and School Action Plus levels have an IEP.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we try not to withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **9 Inclusion of vulnerable pupils, those with SEN or who are disabled**

9.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills and this is continued through the Primary school through our SEAL scheme of work.

9.2 We try to involve children at an appropriate level in setting targets in their IEPs and in the IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

## **10 Evaluating the success of provision**

10.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENCO is involved in supporting teachers in drawing up Individual Education Plans (IEPs) for children. The SENCO, also the Headteacher will regularly review the work of the school in this area.

10.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

## **11. Complaints procedure.**

There are arrangements so the Governing Body can deal with complaints of parents/carers of vulnerable children, those with SEN or who are disabled concerning the provision made at school are as follows:

- Complaints regarding SEN provision should be first addressed in the first instance to the SENCO. A meeting will be arranged to meet the complainant, where the matter will be discussed and decisions made as to how to proceed.
- In the case where an agreement can not be reached, the complainant will be referred to the Headteacher. (Currently this will move to the next step)
- In the case where an agreement can not be reached, the complainant will be referred to the ISEN Link Governor.
- If the complaint is still unresolved, it may be referred to the Chair of Governors.
- If all procedures fail to resolve the issue satisfactorily, a formal complaint concerning special needs may be registered with the LEA.

## **12. In-service training.**

Arrangements are made by the Governing Body for in-service training for staff in relation to vulnerable children, those with SEN or who are disabled, when appropriate.

## **14. Links to support services.**

Use is made of teachers and facilities from outside the school, including links with support services for vulnerable children, those with SEN or who are disabled are vital if we are to see the most effective assessment, intervention and deployment of resources for children with SEN. These services include:

- Special Educational Needs Support Services (SENSS)
- School Psychology Services

## **15. Working in partnership with parents/carers.**

The school works in partnership with parents/carers of vulnerable children, those with SEN or who are disabled, when appropriate.

## **16. Links with other schools.**

Hassell Primary School has links with other schools, including special schools.

Provision is made for the transition of vulnerable children, those with SEN or who are disabled between the school and the phase of education.

Transition from other schools to and from Hassell Primary School, for children identified with SEN will include:

- Liaison between the SENCOs at Hassell Primary School and the SENCO at the other school.
- Transference of records between the two schools.
- For children with a statement of SEN, a transitional review will take place in the year prior to transfer.

The cooperation between the schools is vital if we are to secure the most effective assessment, intervention and deployment of resources for children with SEN.

## **17. Links with other agencies and voluntary organisations.**

Hassell Primary School has links with child health services, social services and educational welfare services and voluntary organisations which work on behalf of vulnerable children, those with SEN or who are disabled.



The cooperation between the school, the LEA, the Health Services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for children with SEN. These services include:

- School Health Service
- Educational Welfare Service
- Parent and Family Support Workers
- Social Services
- Child and Adult Mental Health Services (CAMHS)
- Voluntary Services, eg. Barnardos,
- Any other agencies

Kirsty Broome      October 2012

**This policy will be reviewed and updated as deemed necessary by the Governing body**