

# **Radburn Primary School Special Educational Needs & Inclusion Policy**

## **1 Introduction:**

Radburn Primary school's policy adheres to the Special Educational Needs Code of Practice (November 2001). It is written with awareness of the "Every Child Matters" agenda.

In addition, this document should be read alongside the Behaviour, Anti- Bullying, Emotional Health and Well Being, Gifted & Talented, Assessment, Teaching & Learning, Race Equality and Equal Opportunities policies.

Children may have special educational needs either throughout, or at any time during their school career. We recognise that the school ethos, management, learning environment, curricular, pastoral and discipline arrangements can help prevent some educational needs arising and minimise others.

This policy ensures that account is taken of every type and extent of special educational need by promoting three key principles for inclusion: setting suitable learning challenges, responding to pupil's diverse needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **2 Aims and Objectives:**

To comply with the Special Educational Needs (Provision of Information by Local Education Authorities (England) Regulations 2001 and publish the information as set out in the Education (SEN) (Information) (England) regulations 1999 at Annex A.

To communicate how the school will have regard to the SEN Code of Practice and SEN Disability Act 2001.

To define SEN and the identification, assessment, provision and procedures the school will make in order to respond to pupils' additional learning needs.

To make clear the expectations made of all partners in the process, and identify the roles, responsibilities and partnership of the school and community in providing for the special educational needs and inclusion of all children.

To enable all children to join fully with their peers in the curriculum and life of the school, have their strengths recognised and attain the stated values of an education in our school:

To develop expertise in the use of inclusive teaching strategies and curriculum content which will ensure full access and effective learning in a broad, balanced and relevant education.

To create the culture, practices, management and deployment of resources in Radburn school which are successful in ensuring all children's needs are met.

### **3 Definition of Special Educational Needs:**

Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

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 that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- c) are under compulsory school age and fall within the definitions above, or would do so if special educational provision was not made for them.

Special educational provision means:

For children of two or over, educational provision is that which is additional to, or otherwise different from the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from that in which they will be taught.

### **4 Children Using English as an Additional Language:**

The assessment and identification of special educational needs of children whose first language is not English is recognised to require particular care.

### **5 Admission:**

Pupils with Special Educational Needs are admitted to the school in accordance with the requirements of the 1996 Education Act and the LEA admission policy.

## **6 Special Facilities:**

There is disabled access to all the buildings. A specially adapted toilet and a lift facility into the main hall are available. Children requiring assisted toileting can be accommodated in the Nursery.

## **7 Partnership with Parents:**

We believe parents of children with SEN should be treated as partners. Therefore, we try to ensure:

Parents recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education

Parents have knowledge of their child's entitlement within the SEN framework

Parents understand procedures, are supported in the preparation of their contributions and are made aware of the purpose of meetings prior to their attendance

School uses parental knowledge and expertise in relation to the child

School recognises the need for flexibility in the timing and structure of meetings

School respects the differing needs of parents, such as communication and linguistic differences.

The InCo is available to discuss any concerns by appointment. Parents and carers are invited to attend IEP and review meetings for their child. Parents and carers are kept fully informed of new initiatives and programmes of intervention for their child.

## **8 Pupil Participation:**

There is a strong tradition at Radburn school to include pupils in the management of the school through the school council.

Children with SEN contribute to IEPs and reviews, attend parent consultations and take part in Annual Reviews of Statements.

The views of the child are given due weight, according to their age, maturity and capability.

Children are encouraged to take part in peer mentoring.

## **9 Radburn Primary School's Inclusion team:**

Mrs Macmichael is: Pastoral Support Manager/ Family Liaison and Deputy Designated Senior Person for Child Protection - 0.5

Mrs McCrow is: Inclusion Manager - 0.4

Mrs Dellar is: Designated Senior Person for Child Protection and Looked After Children

Vivienne Bradman is: Leader of the Primary Support Base and Behaviour Manager - full-time

Irene Bamberough is: Learning Mentor 1 day a week. From May '08 1.5 days

### **The Team Are Responsible for:**

The management of the day to day operation of the school's SEN policy

Coordinating provision for SEN and vulnerable children and ensuring Learning Support Plans are in place

Liaison with parents re learning and emotional/behavioural needs

Liaison with and involvement of external agencies

Working with the Educational Welfare officer to monitor and operate procedures for increasing pupil attendance and punctuality

The management and training of the Teaching Assistants

Contributing to the in-service training for staff

Support and advice for other practitioners in the setting

Maintenance of the SEN register and SEN record keeping

Management of school based SEN assessment and completion of documentation required by the LEA to procure a Statement or Exceptional Needs Funding application

Monitoring and evaluating the school's SEN provision

Reporting to the SEN Governors

Advocacy for SEN and vulnerable pupils

Supporting SEN and vulnerable children in the lunchtime to increase social inclusion by liaising with dinnertime staff and establishing programmes of support

## **10 The role of the Governing body:**

The School Governor for SEN and Inclusion is Lorna Alcock and for Child Protection the Governor is Debbie Birdsey (Chair).

## **11 Links with other schools:**

The InCo and Pastoral Support Leader liases with other SEN professionals within the school's partnership group via a termly meeting, as well as through attendance at the SEN Cluster groups and InCo support meetings. There is agreement that a practice of sharing expertise, resources, INSET should be furthered. Transition work takes place with Secondary schools to ensure a smooth transfer of all children on the SEN register. Additional transition planning takes place for children who are:

- Statemented

- Have complex medical needs

- Are at School Action Plus

- Looked After Children

- Have behavioural needs

- Vulnerable

Pupil records are passed on in line with the 15 day timescale exemplified in the Code of Practice.

## **12 Links with other Professionals:**

There is active involvement with a wide range of external agencies and the school is always keen to increase the scope of its shared work with other professional and voluntary bodies. Regular shared partnerships take place with the following professionals

- Educational Psychologist

- Inclusion Support Service

- Education Support Centre

- Behaviour Support Service

- Educational Welfare Officer

- Children, Schools and Families

- Child Development Centre/ Consultant Paediatrician

- CAMHS - Mental Health Service

- YISP - Youth Support Programme

- North Herts Ethnic Minority Forum

- Minority Ethnic Curriculum Support Service

Speech & Language Therapy Service  
Physiotherapist  
Occupational Therapist  
School Health Advisor  
School Liaison Police Officer  
Young Carers Group/Safe to Talk Group(Noel Family Centre)  
SpLD base  
Autism Advisory Service  
Pre-School advisory Service

### **3 Identification, assessment and provision:**

Provision for children with SEN and the inclusion of every child is a matter for the school as a whole. In addition to the school's governing body, head teacher and InCo, *all teachers are teachers of children with special educational needs.*

The 1996 Education Act confirms instruction to schools to distinguish between stages of assessment for pupils with special educational need. Radburn school recognises there is a continuum of special educational needs and similarly uses a staged intervention consisting of **school action** and **school action plus**. In this way, the school adopts a graduated response that encompasses an array of strategies and increasing specialist expertise may be accessed for a child, so that provision for a child with SEN can match the nature of their needs.

At the heart of the work in each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of children. The majority of children will learn and make adequate progress within these arrangements. Those children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range and who are not making *adequate progress* may have special educational needs.

*Adequate progress* can be defined in a number of ways:

- closes the attainment gap between child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help, social or personal skills
- demonstrates improvements in the child's behaviour

Teachers' on going assessment ( see assessment policy) will provide information about the child's progress. Evidence that the child is not making *adequate progress* indicates the need for action.

Teachers will consult with the Inclusion Manager and a review of the strategies already used and the ways in which these might be developed is instigated.

Information is collected which reveals the different perceptions of all those concerned with the child and builds a profile of the child's strengths and difficulties in a range of settings. The school recognises that the early use of external agencies and specialists can play an important part in the development of effective provision.

The child's own perceptions of any difficulties and how these can be addressed are sought.

The parents/carers are informed.

An individual pupil record which documents intervention is commenced. These children may also be discussed at Pupil Progress Meetings. An overall record of provision for the child is detailed on the class Provision Mapping

## **15 School Action:**

The InCo and class teacher identify a child as having SEN where there is evidence and concern about a child who, despite receiving first quality teaching:

- makes little progress even when teaching approaches are targeted specifically in a child's identified area of need
- shows signs of difficulty in developing literacy and mathematics which results in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques already employed in the school
- has sensory or physical problems, and continues to make little progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little progress despite the provision of a differentiated provision.

The InCo takes the lead in the further assessment of the child's particular needs and plans action in discussion with colleagues as well as monitoring the interventions put in place. The class teacher remains responsible for working with the child on a daily basis and for the delivery of any individualised intervention, where appropriate.

The action needed may include:

Different learning materials

Special equipment

Additional adult time to devise planned intervention and monitor its effectiveness

Staff development and training to inform the introduction of new methods

Access to LEA staff from support services for a consultation on strategies or advice on equipment

Short term timed intervention in a group or individually to allow for the development of specific skills. This will allow participation in usual class activities and be delivered by the InCo, NNEB, Teaching Assistant, Learning Mentor or additional teacher.

## **15 Individual Education Plans:**

The IEP and review is the principal means of involving parents in implementing a joint learning approach at home.

IEP's and reviews are written termly and parents and children are encouraged to participate along with the class teacher and other professionals who are regularly involved with the child. Interpreters are organised to assist where necessary. At times, if targets are relevant to a number of pupils, a *group* plan may be formulated.

The IEP includes:

At least 3 short - term individual targets

Teaching strategies for the achievement of the targets

Details of the provision

Success criteria for the achievement of targets

Review date and outcomes

## **16 School Action Plus:**

Review of a child's individual targets and their attainment arising from strategies listed on a Provision Map may demonstrate that, despite the actions taken through School Action, the pupil:

continues to make little progress in specific areas over a long period

continues working at National Curriculum levels substantially below that expected of children of a similar age

continues to have difficulties in developing literacy and numeracy skills

has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme  
has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service  
has on going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

These circumstances provide a trigger for School Action Plus, when, *with the parents permission*, the provision made for the child will be enhanced through the assistance offered by external agencies.

In accordance with their respective service agreements external agency staff may:-

- Liaise with the InCo, class teacher or curriculum coordinators to advise on new IEP targets
- Offer different strategies and teaching approaches
- Provide more specialist assessments to inform planning /measurement of progress
- Advise on different materials/equipment
- Provide support for specific activities

The School Action Plus IEP will be implemented in the classroom setting, and the delivery of the intervention continues to be the responsibility of the class teacher.

## **17 Assessment and Provision in the Nursery:**

Radburn school is committed to the early identification of special educational needs, and progress during the Foundation Stage (Nursery and reception year) is closely monitored.

The government's Foundation Stage Profile / Early Learning Goals set out the steps most children will have made by the end of the Foundation Stage. But children develop at different rates. The key test of the need for action is evidence that the child is not making "*adequate progress*."

Where a child is seen not to be making *adequate progress* it will be necessary to use alternative approaches to support learning. The procedure adopted replicates that used for school provision and the InCo will become involved.

If the child remains unable to make *adequate progress*, specific actions and intervention will be planned and this follows the same procedure as for School Action.

## **18 Statutory Assessment:**

In a very small number of cases, because the needs of the child remain so substantial that they can not be met within the resources normally available to the school setting and within School Action Plus, the LEA will need to make a statutory assessment of special educational needs, leading to a decision of whether or not to issue a statement.

A child will be brought to the attention of the LEA as possibly requiring an assessment through one or more of these routes:

- A request made by the school
- A request made by the parent
- A request by another agency

A request for statutory assessment will be made by the school following a period of working in partnership with external agencies, and the parents. There will have been prior discussion and agreement that a statement is the next step for the child.

The school will be asked to provide evidence about the child's progress, strengths and difficulties over time, together with interventions and progress made.

When a child is brought to the attention of the LEA for statutory assessment, the LEA must decide within six weeks whether to carry out such an assessment.

## **19 Statement of Special Educational Needs:**

The LEA may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to issue a statement of SEN.

All children with a Statement will have short term targets set. Parents will be involved in this. These will be set out as an IEP.

The delivery of the IEP will continue to be the responsibility of the class teacher.

## **20 Annual Statement Review:**

All Statements must be reviewed at least annually.

The InCo will invite the parent/carer, class teacher and professionals involved to a meeting in order to discuss the child's progress and consider whether amendments need to be made to either the description of the child's needs or to the SEN provision specified in the statement.

Written advice to inform the discussion is collected from all invited, including the child.

The annual review in Year 5 is felt to be particularly important as it will inform the choice for transition to secondary school. Parents are encouraged to visit secondary schools with the support of the InCo and Pastoral Support Leader..

The timing of the year 5 and 6 review is carefully considered to enable thorough planning for transition.

## **21 Complaints:**

It is preferable that concerns are discussed before they become a major problem. The InCo, Pastoral Support Leader, Deputy Head or Head are available to assist with concerns. However, if you require to make a formal complaint, it should be made in writing to the Headteacher. If the outcome of this investigation remains unsatisfactory, a Stage 2 complaint can be made in writing to the Chair of Governors, marked "Private and Confidential," and left in the school office.

## **22 Review Arrangements:**

This policy will be subject to review annually by the SEN governors.

The governing body's annual report will include information on the implementation of the SEN policy and any amendments occurring during the last year.

Reviewed February 2008