

Oakridge CP School

SEN & Inclusion Policy



OAKRIDGE COMMUNITY PRIMARY SCHOOL

Policy administration	
Date of issue:	Sept 2011
Date of review:	Sept 2013
Person responsible for review:	SENCO
Copies of this policy are held:	In Policy file in Head teacher's office and on school website

INTRODUCTION

The Special Educational Needs Code of Practice (November 2001), the Education Act of 1996 and the policy of North Yorkshire Education Authority inform the School Policy for Inclusion.

The policy reflects the consensus of opinion of the whole teaching staff and was approved by the governing body in September 2011.

The policy will be reviewed every 2 years unless a change in legislation necessitates an earlier review.

PRINCIPLES

All pupils require appropriate and challenging provision to meet their needs. They are entitled to a relevant, broad, balanced and differentiated education including the maximum access to the National Curriculum QCA schemes of work, National Literacy and Numeracy Strategies.

The school aims to fulfil all pupils' entitlement to effective teaching and learning. Emphasis will be placed on the full inclusion of all pupils in all aspects of learning and school life.

Wherever possible and practicable the needs of all pupils will be met through mainstream integration including pupils with statements of Special Educational Needs.

Parents will be involved in a partnership with their child, the school, external support agencies and the LA. Parental views, knowledge and experience are valued to support effective educational provision.

All pupils are encouraged to take responsibility for their learning and are involved in:

- Decision making processes
- Self-assessment
- Target setting
- Individual/Pastoral Education Plans (IEPs)
- Monitoring and reviewing progress

SUCCESS CRITERIA/EVALUATION AND REVIEW

The culture and ethos of the school ensures that the needs of all pupils are identified and met.

The school will refer to best practice when planning interventions. The pupils, staff, parents and representatives of External Agencies work in partnership.

Interventions are regularly reviewed and their impact assessed – including reference to comparative data.

Pupils move between normal class involvement, School Action, School Action Plus and beyond according to their respective needs.

School Self Review, Multi-agency meetings and Advisory Service provide feedback regarding pupil provision and inclusion.

The policy will be reviewed biennially, unless changes in legislation or school practice occur.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The school recognises the definition of Special Educational Needs and Disability presented in the Act and Code of Practice November 2001 (see appendix 1).

In addition we consider that gifted and able pupils' also require appropriate differentiation and challenge. This will primarily be met through effective teaching and learning but may at times be supplemented with extension based differentiation and Individual Education Plans and at times specialist teaching.

SCHOOL PROVISION

Inclusion is the responsibility of the whole school.

It is the responsibility of all staff to recognise, identify and assess individual learning needs, in the context of an emotionally literate school environment. Appropriate provision will be made for those pupils who require additional assistance, catch up programmes or alternative support processes. Where these require differentiated teaching and learning to enable more effective learning, the class teacher and/or pupil will set up and record personal targets and outcomes as necessary in an Individual Education Plan. All children will have at least 2 personal targets, which they and their class teacher monitor. These are contained on an IEP and in individual targets kept in classrooms.

EFFECTIVE TEACHING AND LEARNING

A **high quality of teaching and learning** will ensure each child makes good progress. The school actively promotes Effective Learning Principles.

Motivation and achievement are promoted by providing lifelong learning skills that are based on knowledge and understanding of how we learn. This is reflected for example in the following ways:

Creating a supportive learning environment the school ensures that:

- Teachers and learners have high expectations
- The learner is challenged appropriately
- Positive self-esteem is promoted and anxiety minimised
- Learners are active participants in self-assessment, target setting and action planning for improvement

Providing a clear and relevant context for learning:

- Learning is connected to what has gone before and what is to come
- Learning builds on what the learner already knows
- Learning helps to internalise (take in) new information
- Learning Objectives are clearly displayed and referred to

- Learning outcomes are clearly communicated (what will be achieved by the end of a lesson)
- Describing content and process first in order to give a 'big picture' of the lesson

Ensuring lesson content (input) includes:

- Visual links
- Auditory links
- Kinaesthetic links
- Active listening skills
- High quality open questioning
- Time for reflection and review

Delivering activities that are:

- Appropriate to support the lesson content
- Linked to learning processes (how and why we use this process)
- Differentiated to challenge pupil understanding
- Varied and balanced.

These features of good practice will occur within our school's learning setting. This is based on emotional literacy principles which ensure cooperation, respect for the individual, awareness of the importance of mental health and wider concerns for the needs of each other within the school community.

As children progress through the school they encounter a breadth of practical experiences and activities that involve challenge and problem solving. This will support their ability, confidence and perseverance to further their own learning.

ADDITIONAL INTERVENTIONS AND SUPPORT

INDIVIDUAL EDUCATION PLANS

Where pupils require additional support to that provided by effective teaching and learning; beyond the levels of differentiation for the class; or different from the provision for all children, the school will adopt a graduated and flexible response that encompasses a range of strategies and awareness of preferred learning styles. Additional interventions will be recorded in an Individual Education Plan

IEPs will contain:

- Short term targets with a timescale of one term
- Success Criteria/expectations over the twelve week period
- Teaching Strategies to be used over the twelve week period
- Provision and involvement
- Pupils views and contributions
- Outcomes

IEPs will be used to inform review meetings forming the basis of discussion and enabling pupils, parents and representatives of outside agencies to be actively involved in agreeing next targets.

If a pupil is at risk of exclusion or returning after exclusion a Pastoral Support Plan will be used to identify targeted support. This will be incorporated as part of the IEP. Children returning after exclusion are informed of their progress regularly by the Headteacher.

CRITERIA FOR POSITIVE INTERVENTIONS:

School Action

Additional interventions will become necessary when:

- A pupil requires identified individual support
- A pupil requires a catch up or alternative programme to facilitate greater success
- Levels of progress or development give cause for concern
- Pupil(s), staff and parents identify initial concerns

The class teacher will:

- Be aware of what the child can do and enable change through emphasis on developing effective learning strategies and applying these to consolidate learning across the curriculum
- Identify and focus attention on the child's skills, approaches to learning and needs
- Identify what is stopping the child from learning and develop effective support strategies
- Highlight areas for early intervention to support the child within the class
- Use professional judgement, baseline, curriculum, positive, norm referenced criterion and statutory assessment to identify additional learning needs as a continuum
- Provide differentiated, alternative approaches to teaching and learning
- Draw up Individual Education Plan with reference to current lesson planning
- Keep records and evidence of strategies, progress, outcomes of interventions, meetings with parents or outside agencies
- Collect all available information to support the child
- Liaise with the SENCO
- Consult with pupils and parents

The SENCO and class teacher will:

- Decide on appropriate action in consultation with the pupil, parent and other agencies
- Draw up an Individual Education Plan with clear success criteria
- Provide different learning materials or special equipment
- Undertake appropriate staff development training
- Seek support from external agencies as necessary

Outcomes of School Action Support:

- Pupil development is reviewed as part of the Individual Education Plan Process – usually termly
- Pupil records will be kept to build up a profile of interventions, outcomes and successes
- Pupil support meets their needs successfully within the mainstream classroom
- Pupils require additional support to meet their needs and may go onto intervention at the level of School Action Plus

School Action Plus

A pupils may be considered for interventions at School Action Plus Level if:

- Having received individualised and concentrated support pupil progress still gives cause for concern
- Attainment is significantly below average expectations for children of a similar age
- Basic skills remain under developed
- Communication/Social interaction difficulties create a barrier to learning or social relationships
- Emotional/behavioural difficulties substantially interfere with the child's own learning or that of the class group
- Sensory/Physical needs require additional specialist support/equipment
- Requests/information from external support services recommend specialised support

The SENCo, Class Teacher, parent, pupil and any other agencies involved in supporting the child will:

- Seek further advice, specialist assessment and support from relevant external agencies
- External Support Agencies will provide advice to staff which might include suggestions associated with fresh targets, strategies and materials to support the child's Individual Education Plan
- External Agencies may work with the child in school, either in the classroom or in a quiet area of school as appropriate to the learning context and needs of the child.

Outcomes of School Action Plus Support:

- Pupil development is reviewed regularly
- Pupil records will be kept to build up a profile of interventions, outcomes and successes
- Pupil support meets their needs successfully within the mainstream classroom
- Pupils make sufficient progress that they returned to School Action Monitoring or support is no longer necessary
- Pupils require additional support to meet their needs and consideration may be given to a referral for Statutory Assessment by the LA leading to a Statement of Educational Need

Statutory Assessment

This will be sought as a function of the School Action Plus Review Process if:

- The child demonstrates significant cause for concern
- The continuum of support, strategies and programmes have been implemented for a reasonable period of time without success
- Where alternative learning interventions/strategies have proved unsuccessful

The school will make a referral to the LA for a Multi-Disciplinary Assessment (MDA) and supporting evidence will be submitted, including:

- A profile or description of the child's needs/progress
- Record of school action and/or School Action Plus interventions
- Individual Education Plans
- Minutes from Review Meetings
- Assessment/levels of achievement/attainment scores
- Views of parents and pupils
- Assessments and reports from External Support Agencies
- Involvement of any other professionals

The LA will consider the documentation and determine whether a multi-disciplinary assessment is appropriate given the available evidence. In the event that the LEA agree with the Multi-Disciplinary Assessment proposal and once a Statement of Special Educational Need is finalised the SENCo will co-ordinate interventions to meet the statutory requirements of the Statement.

The school will follow the LA guidelines for Annual Reviews resulting from Statements.

THE ROLE OF THE SENCO

The SENCo is Mrs N Wrigley. The named Governor is Mrs Sally Cook

The SENCo is the point of contact for parents and all external agencies.

SENCo is responsible for:

- Day to day operation of the school's Special Educational Needs policy
- Supporting class teachers in identifying pupils for whom additional support is appropriate – using the criteria for School Action/School Action Plus based on the SEN Code of Practice
- Co-ordinating provision for children
- Co-ordinating and monitoring effective records of pupil interventions
- Liaison and advice/professional development for school staff
- Liaison with parents – including advice and contact information for Parent Partnership and other relevant support
- Liaison with external agencies including the Pupil and Parent Services, the Education Social Worker, health and social services and voluntary bodies.
- Co-ordinating regular feedback and review meetings
- Monitoring evaluating and reviewing school policy and practice

STRATEGIC MANAGEMENT OF RESOURCES

Resources to support inclusion are funded through the school budget and LA delegated contributions.

School resources will be appropriately and flexibly targeted to facilitate the inclusion of all pupils and those with additional needs.

Full use of school and classroom resources will be made before outside resources are sought.

TRANSITION

When pupils change schools at the end of a Key Stage or at any time school records will normally be transferred within 15 working days.

If appropriate the SENCo will liaise with Schools in advance of transition.

The Secondary SENCo will normally be invited to attend review meetings for pupils during spring/summer term at Year 6.

ADMISSIONS ARRANGEMENTS

Admission arrangements apply to all pupils. Parents will be encouraged to communicate relevant information to help the school make suitable provision for their children's needs prior to admission.

COMPLAINTS

Complaints should follow the usual school procedure as published in the School Brochure.

FURTHER INFORMATION

- SEN Code of Practice 2001
- Learning and Teaching policy
- Assessment for Learning policy

APPENDIX 1

This Special Needs Policy is based on the updated THE SPECIAL EDUCATIONAL NEEDS AND DISABILITY ACT 2002 in addition to these definitions are taken from the SEN Code of Practice, DfES 581/2001, November 2001.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs 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 significantly greater difficulty in learning than the majority of children of the same age; or
- 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 schools within the area of the LEA
- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

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

Special educational provision means:

- a) For children of two or over, educational provision 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
- b) For children under two, educational provision of any kind

DEFINITIONS OF THE CHILDREN ACT 1989 (Section 17 (11))

A child is disabled if he is blind, deaf, dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

DEFINITION IN THE DISABILITY DISCRIMINATION ACT 1995 (Section 1 (1))

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a long-term adverse effect on his ability to carry out normal day-to-day activities.