

The Holy Spirit Catholic Primary School



Special Needs & Inclusion Policy

Headteacher : Mrs. C. C. Smith
Chair of Governors : Mrs. B. Burgess

Spring 2014



SPECIAL NEEDS/INCLUSION POLICY.

- At The Holy Spirit School, we are a welcoming Catholic community, which, as declared in our Mission Statement, values each member as an individual, many of whom, at some time in their school life, may be in need of extra support not only in their learning but in coping with their emotions in times of stress.
- We value diversity and are proud that embedded throughout our school is the attitude that we have collective responsibility to include everyone whatever their differences and difficulties both strengths and weaknesses. Everyone is entitled to dignity and respect.
- In encompassing 'Every Child Matters' we aim to ensure that children have every opportunity to develop their full potential in all areas of the curriculum, matching their learning activities to their ability and providing differentiated work for the gifted and the less able.
- This SEN/Inclusion policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.
- The school will endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow these pupils to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child's needs.
- We aim to provide an accessible and appropriate environment with high quality resources for all. *See separate accessibility plans.

Definition of Special Educational Needs

- Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. (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).
- A child has a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age in one of the four main areas of need

1 Behavioural, Social & Emotional

2 Sensory & Physical

3 Communication & Interaction

4 Cognition & Learning

They have SEN if they 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.

- A child has special educational needs if s/he is performing beyond the national average attainment e.g a child who is L3 at the end of KS1 will be considered as exceptional and his / her needs will be met accordingly.

-The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs.

- Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment & provision.

Identification

We aim to ensure the early identification and assessment of children's needs and that children with Special Educational Needs receive a broad and balanced curriculum. Our school will 'adopt a graduated response' and where pupil's progress is not adequate, it will become necessary to take 'some additional or different action to enable the pupil to learn more effectively'.

- Our admission arrangements are identical for all children. On admission, information may be transferred through Early Years Action and Early Years Action Plus from our own pre-school playgroup (for most children) or from other pre-school settings as the class teacher and The Inclusion Manager liaise with the pre-school The Inclusion Manager. For all other children, liaison is with parents/outside agencies. An SEN register is started, possible concerns are noted and action initiated before the children begin school.

- The Inclusion Manager works with each class teacher at the end of the school year to review registers and set up new ones ready for the new school year in September. Children can be added or removed as and when necessary. Registers are closely monitored by The Inclusion Manager and reviewed closely again in February.

Assessment

- Any time that a concern arises throughout a child's school life, information may be gathered from a wide range of sources - parents, previous schools' reports and profiles, LSS staff, County Psychological Services, School Health Service and EWO, through the school's tracking system. This is in addition to school based assessments i.e. Foundation Stage Profile, National Curriculum teacher assessment, end of key stage SATS, Optional SATs for Y3-5 , Salford Reading and Schonell Spelling Tests, Letters & Sounds testing, Collins Maths tests, APP, Charlotte Clarke in Science and the Skills continuum across the creative curriculum. We also use Boxall Profiles and SEAL .

The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who :-

- despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,

- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.

- presents persistent emotional or behavioural difficulties which do not improve by the behaviour management techniques usually employed in the school,

- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum (School Action).
- The school's assessment process for observing and assessing the progress of individual children will identify any learning difficulties and focus attention on what action is needed to support the child within the class. This information will provide starting points for the development of an appropriate curriculum.
- It is the responsibility of each class teacher to make the initial identification of need and to bring it to the immediate attention of both The Inclusion Manager and the Headteacher. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate.

At this point, the Code of Practise is followed. This comprises 2 parts.

Provision

1 School Action/ Early Years Action

- Expression of concern, class teacher takes initial action and gathers information. An IEP \ IBP is put into place. (See below).
- When a class teacher or The Inclusion Manager identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum.

Nature of intervention

- The Inclusion Manager and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.
- This may be working within class – perhaps the child works with differentiated ability groups. – It may be implemented using different learning materials or special equipment,
- Some group or individual support.
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness. Or to work directly with the child.
- Staff development and training to introduce more effective strategies. access to LA support services for one-off or occasional advice on strategies or equipment.

A wide range of intervention programmes are used throughout the school as and when a).Children are identified as having a need (Pupils will be selected for such programmes following appropriate screening procedures).

b) A teacher/ teaching assistant is available to teach the programme.

- Intervention programmes may be - ELS and ENS, ALS, Springboard Maths, Toe-by-Toe, Beat Dyslexia or other as recommended by SEN specialists.
- In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, The Inclusion Manager may contact them if the parents agree.

- The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.
- The Inclusion Manager will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.
- Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.
- At end of Key Stage 2 children identified with SEN in Literacy/reading will be supported by a reader during tests where allowed.
- 1:1 tuition is provided for identified children in Y5 & 6 as & when we are guided by the LA.

Nurture Group

This is a classroom, based within the main school where some children(from both Key Stages) may go for part of a day. It is run by Miss J McSorley/HLTA and A Charmer/TA and is overseen by the Headteacher. For further information see Nurture Group Policy document.

- We also have specific pastoral arrangements that promote the inclusion of vulnerable pupils.
- Sister Theresa(Catholic children's society) offers 1:1 counselling of children.
- Seasons for Growth is a bereavement programme offered to groups of children.
- Richard Stafford(bereavement support worker) undertakes 1:1 counselling with specific pupils.

Future plans include hosting a Nurture-style group 'I can do it' for some of the older children.

We can also contact the Integrated working support team for any vulnerable children we have concerns about.

Individual Education/Behaviour Plans

- Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) or an Individual Behaviour Plan(IBP).The IEP/IBP will include information about: the short-term targets set for the child, the teaching strategies to be used, the provision to be put in place(including adult support), when the plan is to be reviewed, outcomes (to be recorded when IEP/IBP is reviewed).
- The IEP/IBP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.
- The IEP/IBP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets. At this review if the school feels the child needs further intervention beyond what is currently in place i.e. seeking support from outside agencies the child will be moved to School Action Plus.

2 School Action Plus/Early Years Action Plus

At School Action Plus – following a request from school external support services, will usually see the child so that they can –

- Advise teachers on new IEPs/IBP's with fresh targets and accompanying strategies,

- Provide more specialist assessments to inform planning and the measurement of a pupil's progress.
- Give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualized support under School Action, the child -

- Continues to make little or no 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 difficulty in developing literacy and mathematics 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. (- Children receiving speech and language therapy may undertake a programme tailored to their needs within the school day working with a TA (again as and when appropriate and if a TA is available).
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP/IBP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP/IBP continues to be the responsibility of the class teacher.

School request for a statutory assessment

- Where a request for a statutory assessment is made by the school to an LA, the child will have demonstrated significant cause for concern.
- If schools refer a child for a statutory assessment, they should provide the LA with a record of their work with the child including the arrangements they have already made. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus.

This information may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

-Views of the parents and of the child

-Involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through either Enhanced Provision or a Statement of Special Educational needs.

Enhanced Provision

- All children with Enhanced Provision will have short-term targets set for them that have been established after consultation with parents, child. These targets will be set out in an Action Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the Action Plan will continue to be the responsibility of the class teacher.

Review of Enhanced Provision

The LA will inform schools how long this provision will last for and when it needs to be reviewed. This is usually done within 2 terms but may be shorter/longer as the LA sees fit. The review will follow a similar pattern to the initial request.

A statement of special education needs

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP/IBP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP/IBP will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs

- All statements must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

- At the transition review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The Inclusion Manager of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP/IBP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

The school's support for SEN children is outlined in a provision map. This covers all 3 'Waves of Support'.

Children with EAL

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

- The identification and assessment of the special educational needs of children whose first language is not English, requires particular care.

- Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there

or arise from special educational needs.

More Able Pupils.

- These children can be defined as those who have ability or abilities beyond the large majority of their peer group and therefore require a more challenging curriculum.

- We aim to ensure that they achieve their full potential whilst feeling accepted and secure enough to demonstrate their abilities. (See separate policy for further details).

Gifted and Talented pupils

- We at the Holy Spirit School recognise and celebrate achievement that is appropriate to the level of work and ability of the individual. (See Gifted and Talented Policy for further details).

Children with a physical disability

- All children are welcomed here in our school. We endeavour to accommodate any children with physical disabilities whatever their needs. If the current provisions are not appropriate we make adaptations immediately if necessary if it is within our control. If this requires further advice or investment we would always consult governors and aim to make the changes as soon as practically possible.

- A disabled car parking space is clearly marked, we have an access ramp at the front of school & a specially adapted toilet is available.

- Currently 1 child with eyesight difficulties is provided with T.A support (VIA Enhanced Provision) & if it has been recommended - resources are adapted as well as organisation of other children to ensure these SEN children can function safely both in & outdoors.

- We are currently seeking advice on what we need to put into place for -

1 child recently diagnosed with Epilepsy & Tourette's.

1 child who will be joining our Reception class in September 2010 who has a diagnosis of Autism.

- School Health usually provide all of the above children with a care plan to advise us.

- For children where asthma or eczema affects their ability to access learning we will have an IEP.

-If necessary staff will undertake specific training in order to be well-informed regarding certain physical conditions. We will always consult professionals and take their ongoing advice i.e Ann Dennison for eyesight.

- Where necessary all staff who have contact with these children are informed of any behaviours they should be aware of or specific action they need to take.

(See disability Equality Scheme & Action plan for further details)

-Risk assessments are put in place for any child either with a physical disability or (if deemed necessary) due to severe emotional & disturbed behaviour.

Looked after children

- Any looked after children will be given high priority in consideration for any interventions within school. (See separate policy for further details).

Monitoring children's progress

- The Inclusion Manager liaises closely with class teachers to ensure ongoing observation (monitoring of classroom performance and recording of notable incidents) and assessment takes place which provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

- In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children through a 'Front of folder information sheet'.

Management

The provision for children with Special Educational needs will be resourced by means of a proportion of the School Budget and additional funding from the LA.

SEN is an integral part of the School Development Plan.

Roles and Responsibilities.

In addition to the governing body, the school's head teacher, The Inclusion Manager and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. **Teaching such children is therefore a whole school responsibility.**

Acting Headteacher, Mrs C Smith, is responsible to the Governors for effective and efficient provision of education for pupils with Special Educational Needs.

- The Headteacher reports to the Governors on S.E.N provision.

- The Headteacher advises the Governors on policy issues and implements the Governors' policy on SEN so that the schools policy on SEN meets with the requirements of the Education (Special Needs Information) Regulations 1994 as described in 2.10 of the Code of Practice.

- Liaises with & attends meetings with outside agencies.

The Governing Body is responsible for ensuring that children's special educational needs are met whether or not they require a Statement of Special Educational Needs. Miss Rachel Tiffin is the named governor for SEN It is her duty to liaise with The Inclusion Manager Mrs K Howard.. The Governing Body must ensure that the policy is rooted in the teaching of the Church related to the Mission Statement.

The Inclusion Manager, Mrs K Howard is responsible for:-

- Overseeing the records of all pupils with SEN- ensuring appropriate records are kept and available as needed.

- The day to day operation of the school SEN policy.
- Maintaining the SEN register.
- Collating and keeping a record of action.
- Co-ordinating and monitoring of provision for children with special educational needs, assessment, planning, reviewing and monitoring SEN policy.
- Liaising with and advising fellow class teachers, including assisting drawing up IEPs. \ IBP's
- In liaison with the Head teacher and class teacher overseeing teaching and learning support assistants in their delivery of specific programmes for children with SEN.
- Liaising with parents in co-operation with class teacher and Headteacher.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Liaising with SEN Governor/& indeed all governors keeping them up to date with the current children in the school and their needs as well as policies and practices.
- Contributing to in-service training of staff.
- Compiling an Inclusion provision map for all potentially vulnerable pupils in school.

Class Teachers/N Group staff are responsible for:-

- Writing IEP`S/IBP`S
- Keeping folder information sheets up to date.
- *Ensuring all information is updated on the memory stick at least 3 times a year(July, October & February).
- Ensuring all SEN information is passed on to The Inclusion Manager / put in individual children`s folders.
- Staff development will be encouraged and ongoing through In-Service Training/Continuous Professional Development.
- Liaison with parents.
- Liaison with outside agencies as and where applicable.
- Attending meetings regarding children with SEN in their class.

TA`s are responsible for:-

- Ensuring all SEN information is passed on to class teacher/ The Inclusion Manager.
- Possible delivery of a specific programme with SEN children.
- Assessing and monitoring children`s progress on a given programme in close liaison with class teacher.
- Liaison with parents(if in agreement with class teacher)
- Liaison with outside agencies as and where applicable.
- Sharing ownership of IEP`s/IBP`s of any children they are directly working with.

Parental Involvement.

- Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

- We aim to foster an early partnership between parents and staff and involve parents in implementing a joint learning approach at home. Parents are seen as partners with their children and the adults involved in the education of their children. We respond to parents concerns and keep them informed about our concerns and their children's progress.

- Parents are encouraged to come into the school at any time during the year to talk to the head / class teacher. The Head and / or Assistant Heads will usually be available on the playground each morning to allow contact and for appointments to be made. The Headteacher / class teacher and The Inclusion Manager will offer advice to parents about the ways they can support and encourage their children. Parents will be updated at all times and invited to discussions with outside agencies involved with their children.

- All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. And ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Adults with SEN

We aim to be an inclusive school for ALL i.e. including all adults (including parents and any visitors to the school) with SEN. If and where the need arises we would make arrangements to support any adult and their needs

SEN Resources

Individual children's information folders are kept in the staff workroom. Current IEP's/IBP's and Front of folder information sheets are kept by teachers and will be shared with any adults working closely with those children. The Inclusion Manager also has copies of these if children are at action plus. ***NB All information regarding children is stored on the main office computer and a backup on 1 memory stick stored in the Inclusion manger's cupboard i.e not on individual computers.** Teacher's have access this to this at all times to update info. (There are designated staff meetings for SEN & extra time is also given to staff to do this throughout the year.) Information files/books & referral forms can also be found in this room. The LA Source website is also used regularly to keep up-to-date with information.

*See separate audit of resources for more detail.

Confidentiality

All staff and adults working with any of the children are reminded that all information shared is completely confidential and must only be shared with those necessary. Where outside agencies are involved this is always done only with permission from parents. Parents of individual children have the right to access all information for their child at any time on request.

Procedure for Complaints.

- Should parents be concerned with a child's progress or provision, they can arrange to discuss this at any time with the child's teacher and Headteacher. A record of any meeting and any necessary action taken will be made. Parents have the right to appeal to the LA about provision for stalemated children.

All people working with our SEN children are aware and constantly reminded that any shared information is confidential and must only be passed on to those involved in supporting the child with their SEN if and when deemed necessary.

The information in this policy is taken from

Special Educational Needs Code of Practice. DfEE 581/2001 November

2001 available from

DfES Publications, PO Box 5050, Sherwood Park, Annesley,

Nottinghamshire, NG15 0DJ 0845 60 222 60

This Policy has been written in consultation with the staff and presented to the Governors.

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SignedChair of Governors