



Townley School

Policy for

Special Educational

Needs

and Inclusion

January 2012

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION

General Aims and Objectives of the School

It is the policy of Townley School actively to encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs (SEN). The learning difficulties that these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEN Coordinator, TA's, Special Needs Support and other relevant specialist agencies. The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities. This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum and the Foundation Stage.

General Philosophy

At Townley School we follow the fundamental principles of the SEN Code of Practice, which are:

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream schools or early education setting
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

The 1981 Education Act states that 'A child has SEN if he/she has a learning difficulty which calls for special educational provision to be made for him/her.' A child has a learning difficulty if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age

- He/she has a disability which prevents or hinders him/her from making use of educational facilities available for children of his/her age
- He/she is under the age of 5 years and is, or would be if special educational provision were not made, likely to fall into the above when reaching 5 years of age, as emphasised in the 1983 Education Act

All class teachers are responsible for the initial identification and assessment of SEN; they also have responsibility for its provision within the classroom.

At some time in their school careers all children may have SEN, for example social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties, which need to be identified at an early stage.

Provision needs to be made for gifted and more able children - see Townley School 'Gifted and Talented Policy'.

Parents need to be consulted as soon as identification is made so that the curriculum can be planned for their child. This should take place in consultation with other teachers, external support agencies and governors.

Translating the principles of the National Curriculum into daily provision for pupils with SEN begins with existing good practice.

In order that children do indeed have access to a broad and balanced curriculum, three basic elements need to be addressed:

- The teaching needs of pupils with SEN
- School strategies for meeting SEN
- The learning environment

The teaching needs of all pupils, particularly children with SEN require:

- Positive attitudes from staff

- Partnerships with teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEN can experiment without fear of criticism or failure
- An emphasis on records of achievement to promote self-assessment and to record the coverage of the National Curriculum
- Partnerships between home and school
- Extra support at times in order to access National Curriculum, whether through the SEN Coordinator, Special Needs Support, Occupational and Physiotherapy, Speech Therapists, medical agencies or the School's Psychological Service

Generally speaking, pupils with SEN may be perceived by the class teacher as under achieving or not progressing as well as might be expected. In broad terms a pupil may exhibit:

- Specific learning (dyslexia)
- Moderate Learning
- Severe Learning
- Profound and multiple learning
- Social, emotional and behavioural
- Speech or Communication
- Hearing impairment
- Multi-sensory impairment
- Physical
- Autistic
- Other medical problems

Some children will fall into more than one category of SEN. Some children's needs may be severe enough to warrant a Statement. Some children will exhibit one or more such characteristics and yet not present learning difficulties. It is the teacher's professional judgement, in consultation with colleagues, and his/her understanding and awareness of

the individual, which is central to the special educational needs provision offered at Townley School.

One member of the teaching staff is designated to have an oversight and a coordinating role with regard to SEN provision (SENCO). The SENCO will liaise with the appropriate support services. This teacher will form personal links with local agencies, such as CAISTS, Speech and Language Therapy, Occupational and Physiotherapy, School Nurse and Doctor, other medical agencies and LEA sources such as the Student Assessment Office and The school's Psychological Service, with a view to forming close partnerships which will benefit children with SEN. At Townley School there are a number of TA's who work with particular children.

Facilities

Children with SEN are admitted into school in accordance with our admissions policy.

Resources

Funds are allocated to SEN according to current need and the development plans objectives. This funding is used to provide teaching support for children with SEN and the provision of appropriate learning and teaching materials. We use a variety of resources for assessment and identification purposes (along with advice from the link teacher). Resources are generally available to all staff, non-teaching staff and support staff. Handwriting and Social Skills resources are also available. A range of differentiated work is prepared and structured by class teachers and support assistants.

The Special Needs Coordinator has information relating to the nature of various types of special educational needs, the symptoms expressed and strategies for providing for the need. There are lists of contact addresses for various supportive societies as well as names of contacts of support services.

Identification, Assessment and Provision

A clear and defined system for identifying and acting upon SEN is set out in the Code of Practice on the identification and assessment of special educational needs.

Early Years Action

- When the Reception Teacher or SENCO identifies that the child has SEN.
- Together they provide interventions that are additional or different from those provided as part of the setting's usual curriculum offer and strategies.
- An IEP is usually devised.
- If necessary TA support will be provided.

Early Years Action Plus

- The Reception Teacher and the SENCO are provided with advice or support from outside agencies and specialists.
- Alternative interventions additional or different strategies to those provided for the child through **Early Years Action** are put into place.
- A new IEP will usually be devised.
- If necessary TA support will be provided.

School Action

When a class teacher identifies that a pupil has SEN - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer.

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme - an IEP or GEP (Group Action Plan) will usually be devised.
- The SENCO will take the lead in planning future interventions for the child in discussion with colleagues and monitor and help the teacher review the action.
- If necessary TA support will be provided.

School Action Plus

- SENCO and class teacher, in consultation with parents, ask for help from external services.
- Class teacher and SENCO are provided with advice or support from outside specialists.
- Additional or different strategies to those at **School Action** are put in place - and IEP will usually be devised.
- The SENCO should take the lead in any further assessment of the child, planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken.
- If necessary TA support provided.

Statutory Assessment and Statement of Special Educational Need

These stages, as identified by the code, are where the LEA takes the lead in assessing pupils and providing/reviewing Statements of Special Educational Needs.

Wherever possible, the SEN Coordinator will be responsible for the completion of all relevant paperwork at all stages. However, in the instances where professional advice about a child's capabilities and needs is sought, it must be remembered that class teachers are best placed and most qualified to provide it.

Record Keeping and Assessment

Assessment and record keeping procedures aim to ensure that pupils with SEN are working at the appropriate levels for any given Attainment Target and Programme of Study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

- IEPs are drawn up for children on School Action and School Action Plus of the SEN Register (IEPs are reviewed / updated 2 times in the year). Further diagnostic tests may be carried out from time to time. All pupils at School Action and above will have their own file containing test results, recommendations and samples of the pupil's work. Children on School Action Plus and above will have reports from outside agencies and a child with a statement of educational need will have a target setting sheet as well as the above. Children at Townley School are assessed annually (see Assessment policy) and this information is

used to inform teachers and the SENCO of any difficulties alongside continuous teacher assessments.

- Provision Mapping - Wave 2 / Wave 3
- TA's record all outcomes of additional support given to children and note progress made on LSA record sheets.
- The Standard Assessment Tasks at 7 and 11 are being made more accessible to children with SEN, and can be modified by the class teacher for children with SEN. It is not the policy of Townley School to disapply the SATs with relation to Statemented pupils, as this denies access to an important part of the broad and balanced curriculum to which all children are entitled. This assessment is part of the process of delivering the National Curriculum to primary age children. It is however, recognised that it may be necessary in certain circumstances to modify the curriculum.
- 'One to One' support will be targeted on children who have fallen behind in literacy and numeracy. This initiative started in 2009. The children identified are entitled to 10 hours extra support by a teacher (not in school hours).

Access to the Curriculum and Integration

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum. Class teachers are responsible for their own organisation and teaching styles but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEN in the classroom. To further integrate children with physical SEN in particular, support staff are employed at lunchtimes for specific children where those concerned feel it to be appropriate.

Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many Pupils with disabilities learn alongside their peers with minimal need for additional resources beyond the aids, which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and as

effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

Teachers should take specific action to enable the effective participation of pupils with disabilities by:

- Planning sufficient and appropriate amounts of time to allow for the satisfactory completion of tasks.
- Planning opportunities where necessary for the development of skills in practical aspects of the curriculum.
- Identifying key aspects of programmes of study and attainment targets which may present specific difficulties for individuals.

Pupils who are learning English as a additional language

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning will take account of such factors as the pupil's age, length of time in this country, previous educational experience and their skills in other languages. Careful monitoring of each pupils progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the national curriculum may need to be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and aim to provide support they need to take part in all subject areas.

External Support Services

A range of support services are involved with children at Townley School. We have visits from occupational and physiotherapists and the Speech and Language Therapist. Information regarding support services relevant to each child is kept in their individual files and visits recorded in the SEN diary. There has been the opportunity of informal training on a number of occasions from the support services on a variety of SEN issues

and we hope to maintain this on a regular basis. Support staff are also responsible, with the SENCO, for the planning of any modification to the curriculum, in particular for children with physical disabilities in relation to PE.

Partnerships with Parents

Parents are informed of any concerns a teacher may have. Parents are also informed through a consultation meeting when a child is placed on School Action or School Action Plus of the SEN register. Parents are involved as far as possible with the work which teachers set for children with SEN and are often asked to support this at home. Parents are informed of changes arising from reviews at all stages and their own views will have been sought where this is possible.

Links with Health Services, Social Services and Voluntary Organisations

We have links with the health service through our school nurse. We have contacts within the local social services organisation.

Complaints Procedures

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Headteacher, or to any member of the governing body. If you speak to a governor, s/he will, in the first instance, refer the matter to the Headteacher. The Headteacher will investigate and then contact you. If he has not resolved the matter to your satisfaction, it will be referred to the special needs governor, who will consider the complaint at their next meeting and contact you

In-service Training

The requirements for training will be monitored by the SENCO in association with the INSET Coordinator.

Evaluation

This policy will be the subject of ongoing review by the SENCO and the teaching and non-teaching staff. It will annually be an agenda item on the curriculum governors' meeting. The school may, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.