

THRYBERGH FULLERTON C of E PRIMARY ACADEMY

Special Educational Needs & Inclusion Policy

The Diocese of Sheffield Academies Trust is committed to the view that each child is unique and of infinite value to God.

This policy reflects the new statutory guidance issued through the National Curriculum (2014). All policies have been written to ensure that these points of study are covered in this policy, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first hand experiences, creative endeavours with these experiences and an inherent connection to the children of Fullerton Academy, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and ethos with the new curriculum in mind.

Introduction

Thrybergh Fullerton Academy is committed to providing equal opportunities for all pupils; we believe children are entitled to a broad, balanced and differentiated curriculum based upon the new National Curriculum 2014. We aim to provide a stimulating, supportive environment where all children are motivated to learn. Whenever possible, work is based on first-hand experience, using a multi-sensory approach. Work is differentiated according to the needs of the child, or groups of children. We aim to promote confidence, self-esteem and independence.

At Thrybergh Fullerton Academy we have adopted the SEN Code of Practice 2014. This is a whole school approach, ensuring continuity and progression as the child moves through school. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties is an integral part of teaching and learning. The needs of all of our pupils are met through carefully planned lessons delivered by teachers who understand the needs of all of the children in their class.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance to aid their child's learning. When a child is initially identified as having special educational needs, they are placed on the SEND and inclusion Register. Parents are kept fully informed of their child's progress through regular contact with school (i.e. a copy of the targets / school support plan is sent home, parents are invited to IEP / school support plan review meetings etc).

We recognise the importance of liaison with other outside agencies (e.g. Inclusion Support Service, Educational Psychology Service, Speech and Language Therapy Service, Autism Communication Team etc) as they offer much help and advice in securing the best possible provision for our children with SEND.

SEN Intent

We intend to provide a curriculum which is well sequenced, takes account of the children's starting points, enables children to be independent and resilient and strive to be ambitious for their future.

This will be done by:

- * Early identification and assessment of additional needs,
- * Successfully working with parents and external agencies,
- * Ensuring pupils with SEND have full access to all aspects of school life,
- * Ensuring children with SEND are well prepared for the next steps in their education.

Aims

- To create an inclusive environment which meets the needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To identify the roles and responsibilities of staff/other adults in providing for children with Special Educational Needs.
- To enable all children to have full and equal access to all elements of the school curriculum and all other aspects of school life.

Objectives

- To identify children with SEND as early as possible, in order to remove/minimise barriers to learning and prevent the development of more significant needs.
- To ensure that the child's needs are assessed and information is gathered, so that appropriate individual education plans (IEPs) school support plans (SSP) can be developed (ensuring that targets are achievable and measurable).
- To ensure that progress is monitored, records are kept and that reviews take place, with recommendations for future provision.
- To identify the roles and responsibilities of the Special Educational Needs Co-ordinator (SENCO), Head of School, class teacher, parents, IS, other outside agencies, schools and the Governing Body in order to ensure effective liaison and give the best possible provision for the child.
- To fully include children with SEND in class, providing appropriate resources and support.
- To ensure that our children have a voice in this process.

Identification of Children with Special Educational Needs

Children have Special Educational Needs if they have a difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children the same age; or
- have a disability which prevents or hinders them from making use of educational facilities provided for children of the same age in schools, within the area of the LA.

The Code of Practice identifies four areas of SEND:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

Implementation of the Code of Practice

Successful implementation relies upon:

- early identification
- best practice when devising interventions
- taking into account the views of the child
- effective partnership with parents
- regular evaluation of interventions to assess their impact
- close co-operation between all agencies concerned

There is a graduated approach in the response made to children's special educational needs:

1. Informal Action
2. Formal Action
3. EHCP (Education and Health Care plan) Formerly a statement.

1. School Response

Using evidence of observation, assessment and knowledge of a pupil, the class teacher may feel that the strategies they are currently using with the child are not resulting in the child learning effectively. The teacher will consult with the SENCO/IS teacher for advice. The pupil may need extra support different from or additional to that which is usually available in class. This is "**school response**".

The teacher and SENCO, in consultation with the LSS teacher and parents, plan support/appropriate interventions for the child.

2. Formal Response

It is necessary to progress to Formal response when, despite receiving an individualised programme of support under school response, the child:

- continues to make little or no progress in specific areas over long periods
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing skills in literacy and numeracy
- has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of others
- has sensory or physical needs which require additional specialist equipment/support
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

External support services (Inclusion Services) will provide advice, support or carry out further assessments. The new IEP /SSP will set out additional or different strategies for supporting the child's progress. It is always necessary to seek parental consent before referrals to external support services are made.

EHC (Education and Health Care Plan)

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHCP needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHCP.

The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

The EHCP is a plan put together by the LA when a range of information has been gathered and an assessment undertaken. The LA will work with the family and are given a personal budget to spend as they see fit.

Individual Education Plans (IEPs) School Support Plans (SSP)

IEPs /SSP's record that which is additional to or different from the differentiated curriculum plan for all children. The IEP / SSP focuses on three targets to match the child's needs. These are shared with the child and the parents.

The IEP / SSP should include:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success criteria
- Outcomes (when reviewed)

IEPs / SSP's will normally be reviewed three times per year. Parent's views on the child's progress are sought as part of the review. The child (according to age and understanding) is involved in reviewing and setting targets, as are the parents.

The Birmingham toolkit is used to identify the small steps that the child can do and to create targets to develop progress.

Inclusion Services provide an important link between the schools

Liaison meetings between key members of staff and appropriate external agencies at key stage transition are organised at a mutually agreeable time in order to maintain effective provision.

Roles and Responsibilities

The Role of the SENCO

Key responsibilities include:-

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and psychology services, health and social services and voluntary bodies
- Liaising with parents of children with special educational needs
- Updating the 'local SEND offer' annually, which outlines various levels of support for SEND children

These key areas are the responsibility of the SENCO, Mrs Hannah Lambert

The SENCO will also maintain the adequate provision of resources and attend courses and cluster meetings to keep informed of current and future developments.

The Role of the Class Teacher

The class teacher has the overall responsibility for the education of **all** children in his or her class, including those with barriers to learning. It is the class teacher's responsibility to identify needs and to inform the SENCO. The class teacher carries out assessments, consults with parents and seeks advice from the co-ordinator and LSS when appropriate. It is the responsibility of the class teacher to write the IEP / SSP with help from the co-ordinator and/or LSS. The class teacher will work closely

with the child in the classroom, organising teaching assistants and resources to provide support for the child. The class teacher will monitor progress and review future provision, in consultation with the SENCO, LSS and parents. The class teacher will ensure that any child with barriers to learning is accessing quality first teaching within the classroom.

Classroom Organisation and Management

We aim to provide a supportive, stimulating environment in all our classrooms. All children are encouraged to develop confidence and independence. Teachers use a variety of teaching strategies appropriate to learning styles. They organise groups/individual work to ensure that learning needs are appropriately met. They set targets which are attainable yet challenging to enable all pupils to make the best possible progress.

Access to the Curriculum

All children will be offered a broad, balanced and differentiated curriculum, using the guidelines from the new National Curriculum 2014.

Access to the curriculum will be ensured by the following:-

- Curriculum developments will be planned to include all children
- Learning objectives will be broken down into smaller steps and time will be given for children to 'over learn', promoting confidence and self-esteem
- Staff will use the child's strengths and needs to work out adaptations to enable children to participate in all school activities
- 'Withdrawal' may be used for short periods of time so that children receive extra help, but staff ensure that the children still receive their entitlement to a broad, balanced curriculum
- There is close liaison with the LSS and other agencies for advice on teaching strategies, appropriate intervention programmes, resources and technical equipment to allow SEN children to access the curriculum

Working in Partnership with Parents

At Thrybergh Fullerton we value parent partnership and involvement. We work closely to ensure all our parents feel welcome in school and particularly we endeavour to build good relationships with the parents of children identified as having SEND. The school ensures that they are:-

- Encouraged to take an active and valued part of their children's education

- Enabled to make their views known about how their children are educated
- Informed about how they can access information and support regarding SEND provision, and also information about the local Parent Partnership Service
- Take an active part in the review and setting of IEP / SSP targets three times a year.

Pupil Participation

Children will always be involved at an appropriate level, according to age and understanding. They will be involved in talking about their progress, celebrating success and setting new targets. Their views are sought for IEP / SSP reviews.

Children will be involved from an early stage in making decisions, choices and expressing their opinions and views. They will be encouraged to explain reasons for their preferences.

Assessment, Recording and Reporting

The class teacher is responsible for gathering information about the child (e.g. National Curriculum attainments, records of achievement, observations and parental information). Records about the child, IEP / SSP reviews at each stage etc are kept by the class teacher, but also centrally by the SENCO. The class teacher monitors the child's progress and uses observations and assessments as an aid to planning the next steps in learning. This is kept in the inclusion folder of each teacher or on one drive. Reviews are carried out, usually termly, to decide on future action in consultation with parents, the SENCO and Inclusion support etc.

The child's progress is reported verbally to parents at regular intervals and in writing in the annual report. Appropriate records and information are passed on to the next teacher, school and Key Stage to ensure progression and continuity in the provision for the child.

Admissions

Whenever appropriate, taking into account parental wishes, we believe children with SEND should be educated in mainstream schools. This school will not seek separate special schooling on the grounds of disability or learning difficulties against the parents' wishes and we will endeavour to provide the best possible education and support them in school.

Resources

The school has developed a range of resources for SEND/Inclusion. Some of the resources are games, to promote enjoyment and motivation whilst children are learning, and these are used as reinforcement of areas taught and planned for in the child's IEP / SSP. Specialist equipment for individual needs would be purchased should the need arise.

Intervention Programmes

We have also adopted a variety of intervention programmes. Teaching Assistants who have received appropriate training are deployed to work with individuals or groups of children for periods of time.

Mentor

Within school there can be particular vulnerable children due to either a diagnosed condition or a troubled home life. We identify these pupils and offer early intervention within the school's mentor role. Pupils are assessed on entry and exit of any interventions which are carried out.

Staff

This school operates a whole school approach to Inclusion and practice is consistent throughout the school. All staff, including teaching assistants are given opportunities for INSET. Advice is readily available from the school's IS teacher and the school's Educational Psychologist. Inclusion is considered when new curriculum initiatives are introduced and **all** staff are aware of the importance of differentiation in their planning and integration of children with special needs in their classes. There are set non negotiables for teachers in their classrooms such as visual timetables and blue boards to avoid the glare for children who have dyslexia.