

Sharmans Cross Junior School

Inclusion and Special Educational Needs Policy

At Sharman's Cross we want everyone to feel valued, to feel respected whatever their differences and to respect difference in others, encouraging every child to reach their full potential. We aim to ensure that each child feels equally valued in our school community. At Sharmans Cross, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We seek to provide a rich education for pupils of all abilities and therefore aim to help every child to develop his or her own full potential.

Objectives

The aims of the Special Educational Needs policy reflect the philosophy of Sharmans Cross Junior School, which recognises children as individuals who have strengths that can be nurtured and weaknesses that can be supported.

The policy is, therefore, concerned with the early identification, assessment, provision and monitoring, of such strengths and weaknesses.

The specific objectives of our SEN policy are as follows:

- To identify students with special educational needs and disabilities and ensure that their needs are met.
- To ensure that students with special educational needs and disabilities to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Roles and Responsibilities

The named SEN coordinator for the school is Kate Sperring. A member of the Governing body, Gayle Wattrus is designated governor for SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Governors

It is the legal responsibility of the governing body to:

- Do its best to ensure that the necessary provision is made for any pupil who has special needs.
- Ensure that, where possible, the head teacher or the appropriate governors have been informed by the LEA that a pupil has special needs, those needs are made known to all who are likely to teach him or her.

- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special needs.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special school provision in the area as a whole.
- Ensure that a child with special educational needs joins 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 receiving the special educational provision their learning needs call for and the efficient education of pupils with whom they are educated and the efficient use of resources.
- Draw up and report annually to parents on their policy for pupils with special needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

(Code of practice Jan 1st 2002)

The School Prospectus should include information on:

- the success of the SEN policy
- significant changes in the policy
- any consultation with the LEA
- how resources have been allocated to children with special needs.

Head Teacher

The Head Teacher for the school is Mr Mark Pratt

The overall responsibility lies with the head teacher. He is kept informed by both the Special Needs Co-ordinator and class teachers, of the pupils' special needs and the arrangements that are being made to meet them. He then liaises with the governors in determining the staffing and funding arrangements for special needs. He informs governors on special needs issues and ensures that the school meets its special needs responsibilities.

SENCO

The SENCO for the school is Miss Kate Sperring

The role of the Special Needs Co-ordinator includes:

- Day to day operation of the school's SEN policy.
- Liaison with and advising fellow teachers and support staff of different strategies and approaches to teaching.
- In consultation with the class teacher, drawing up Individual Education Plans (IEPs)
- In consultation with the class teacher, drawing up Individual behaviour plans (IBPs)
- Attending relevant courses and INSET to share knowledge gained and current issues with colleagues.
- Managing a budget for SEN
- Co-ordinating provision for children with SEN

- Monitoring progress of SEN children
- Work in accordance with the Code of Practice.
- Liaison with parents of SEN children.
- Liaison with external agencies
- The evaluation and ordering of appropriate resources

Class Teacher

As a school, we seek to provide support within the classroom whenever possible. Class teachers are in the key position to observe responses in the classroom, to recognise the child who is having difficulties in learning and to try out different approaches.

The class teacher will:

- make the initial assessment
- provide differentiation within the classroom
- record appropriate differentiation into weekly plans
- Work alongside any support staff to plan individual work for pupils if necessary
- monitor and review progress
- inform parents, during parent consultation meetings, of progress against IEP targets.

Arrangements for co-ordinating SEN provision

Governing bodies and head teachers will need to give careful thought to the SENCO's timetable in the light of the Code and in the context of the resources available to the school. In most primary schools this will be a specific responsibility for one member of staff.

Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.

Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Admission arrangements

The school follows the LEA / Governing Body Admissions Policy, which does not permit gender, race, colour or disability to be used as criteria for admission.

Specialist SEN provision

Provision will be recorded in an Individual Education Plan (IEP). This will often be written by the SENCO but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- Specific, Measurable, Achievable, Realistic and Time specific targets for pupils
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- Where appropriate targets will be set in conjunction with APP targets.

The IEP will be reviewed termly and the outcomes will be recorded. Pupils will participate fully in the review process. Parents / carers will also be invited to participate in the target-setting and review process.

If, despite significant support and intervention at School Action, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals e.g. SISS. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have statements of SEN, in addition to the review of IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

Facilities for vulnerable pupils, those with SEN or who are disabled.

At present wheelchair access is possible, but difficult because of the age and nature of the building. The school does have a disabled-user toilet.

With regards to children with a visual impairment, we have been given advice on how to make some of the steps, especially the shallow ones, more visible.

Allocation of resources for vulnerable pupils, those with SEN or who are disabled

The school's aim is to provide for all pupils according to their needs, irrespective of gender,

Identification and review of pupil needs

All children are assessed continually through APP and teacher assessments are collected by the head teacher termly.

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether

additional and / or different provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

School Action

The SENCO will take responsibility for gathering information and co-ordinating the child's special educational provision, working closely with the class teacher, the parents and the child.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School referral for statutory assessment

where referral for a statutory assessment is made to an LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LEA will need information about the child's progress over time, and will also need clear 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.

Working with children with Statements of Special Educational Needs

All children with Statements of Special Educational Needs will have short term targets set. In the majority of cases the strategies to meet the targets will be set out in the IEP.

All children will have an annual review attended by all the external agencies, teachers and parents or carers of the child.

Access to the curriculum, information and associated services.

All pupils have access to the school's curriculum. Staff must be aware that their own expectations affect the achievements, behaviour and status of each pupil. the curriculum must be balanced, objective and sensitive.

Inclusion of vulnerable pupils, those with SEN or who are disabled.

At the present time we have full integration of children with special needs.

Evaluating the success of provision.

All teachers use APP to carry out teacher assessments termly. These will indicate whether or not progress has been achieved. These assessments should be able to demonstrate whether or not the teaching methods and resources used have been effective.

A copy of the IEP is kept centrally for all teaching and support staff to access and update when necessary. Copies of any reports of visits by outside agencies or letters concerning the child are kept in a folder by both the SENCO and class teacher.

The assessment system used at Sharmans cross will provide information about areas where a child is not progressing satisfactorily even though the teaching style has been differentiated. These observations will be enhanced by knowledge built up over time of an individual child's strengths and weaknesses. Using this evidence, may come to feel that the strategies they are currently using with the child are not resulting in the child learning as effectively as possible. Under these circumstances, they will need to consult the SENCO to consider what else might be done. The starting point will always be a review of the strategies currently being used and the way in which these might be developed. The 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. Consideration will then be given to helping the pupil through School Action.

Complaints procedure.

The schools' complaint procedures are set out in the school prospectus. Your child's form tutor/year head will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

In service training.

INSET training on the Code of practice is provided for all staff and they are aware of their responsibilities to:

- Identify children and to monitor progress towards identified targets.
- Provide differentiated teaching across all curriculum areas to meet the Special Educational Needs of children in their class.

The SENCO will keep the staff informed of any National / LEA / School changes to policy or procedure and will brief new members of staff of their role in Special Educational Needs provision. The SENCO and / or support staff will attend the appropriate courses in order to remain up to date with current issues and developments.

Links to support services.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. E.g.

- The school receives regular visits from the nominated Education Welfare Officer and Solihull inclusion Support Service.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
- Our statementing officer, Janet Wright, from the inclusion and Access team is invited to attend all Transition Reviews in Year 5 in order to contribute to the transition process.

Schools will always consult specialists when they take action on behalf of a child through School Action plus. But the involvement of specialists need not be limited to such children. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for teachers.

Working in partnership with parents.

At this present time there are regular parent consultation meetings at which the children's progress is discussed. Parents will have the opportunity to share in the discussion around the targets included in the child's IEP.

If parents feel they would like to discuss any problems concerning their child, other than at specific planning meetings, then the teacher will be happy to make an appointment and see the parent at a time convenient to both parties. Parents are also welcome to discuss their child's progress with the SENCO at a convenient time.

Links with other schools.

The school will liaise with relevant infant and secondary schools to arrange Transition Plans for students with Statements (and other pupils with SEN who may benefit from Transition Planning) in Year 2 and Year 6. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000

Links with other agencies and voluntary organisations.

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the DART Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCO maintains

an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the school website.

