

Approved: \_\_\_\_\_ 11 November 2015 \_\_\_\_\_  
By: Full Governors  
Signed: \_\_\_\_\_ M Knight \_\_\_\_\_  
Review: Annually \_\_\_\_\_  
Website: Yes

Heron Hill Primary School

## **Inclusion, Special Educational Needs and Disabilities Policy**

A policy to promote the successful inclusion of pupils with special educational needs and disabilities at Heron Hill School.

### **1. Aims**

At Heron Hill School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities and irrespective of ethnicity, attainment, age, disability, gender or background. We believe that every teacher is a teacher of every child. We aim to support *all* children to enable them to achieve at school and reach their full potential, providing a focus on outcomes. All children are valued and their self-esteem promoted.

### **2. Objectives**

The objectives of our policy are:

- To ensure the inclusion of all pupils through equal access to a broad, balanced and differentiated curriculum, in an environment which meets the needs of each pupil.
- To work within the guidance provided in the SEND Code of Practice (2014)
- To identify and provide for pupils with special educational needs and additional needs.
- To encourage pupils to have high expectations and experience levels of understanding and rates of progress that bring feelings of success and achievement.
- To develop pupils' confidence and self-esteem, and enable them to be fully involved in their learning.
- To work in partnership with parents/carers of pupils who have Special educational needs/ disabilities.

### **3. Definition of Special Educational Needs**

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if:

- They have a significantly greater difficulty in learning than the majority of children at the same age;
- They have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in a mainstream school.

Special educational provision refers to:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in the area.

The Code of Practice (2014) describes four broad categories of need. These are:

- **Communication and Interaction**  
This covers difficulty with different aspects of speech, language or social communication
- **Cognition and Learning**  
This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia and dyspraxia.
- **Social, emotional and mental health difficulties**  
This area covers difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.
- **Sensory and/or physical needs**  
This area includes children with vision impairment, hearing impairment or multi-sensory impairment as well as physical disabilities.

#### **4. Identification of Special Educational Needs and the Graduated Approach to Support**

##### **Quality First Teaching**

Pupil Progress Meetings are held each term. The class teacher meets with a Senior Leader to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further differentiation and support to be planned. Any pupil who is falling significantly behind others in the class is monitored. If concerns are ongoing, a Cause for Concern Form is completed and shared with the SENCO. The SENCO works in partnership with the teachers, provides advice and support, and has formal termly meetings with them. Observations and assessments may be carried out. After monitoring, the pupil may be categorised as having 'Additional Needs'; concerns will be discussed with parents informally or during parents' evenings and appropriate provision made.

##### **SEN Support**

If through observation and assessments the pupil is identified as having a special educational need, she / he will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2014) which recommends a graduated approach to SEN support and includes a four part process which is recorded on an Individual Education Plan (IEP):

\*Assess   \*Plan   \*Do   \*Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

##### \*Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. Observations and assessments may be undertaken by the SENCO and where relevant, advice from external support services may be sought.

##### \*Plan

Planning will involve consultation between the teacher, SENCO, parents and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning

barriers. Clear, achievable targets will be set termly. They are specified on an individual education plan (IEP) and shared with parents. All those working with the pupil will understand the individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

#### \*Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. The SENCO will provide strategic support during this stage.

#### \*Review

Formal reviews of a pupil's progress will be made termly by the class teacher and SENCO. The review process will evaluate the impact of interventions and adjustments and include the views of the pupil and parents. This review will be recorded on a child's IEP. The class teacher, in conjunction with the SENCO will revise the type and level of support and, if necessary, the cycle will begin again. Occasionally a pupil may need specialist support from an outside agency such as Speech and Language Therapy and then a referral will be made, with parental consent. If a child's needs are complex or severe we may suggest to the parents / carers that we ask the Local Authority (LA) for a statutory assessment which may lead to an Education, Health & Care Plan (EHC Plan). This document will describe a child's SEN and the provision recommended. EHC plans can involve the LA providing extra resources to help a child. This additional provision is reviewed annually or sooner if required and would include parents, class teacher, SENCO, LA representatives and other professionals as required. In cases where intensive 1:1 support is required, due regard will be given to inclusion.

## **5. Roles and Responsibilities**

### **SEN Co-ordinator Role (SENCO)**

The named SENCO for the school has a National Award for SEN Coordination and is responsible for the day to day provision. This will involve:

- overseeing day to day operation of the SEN policy;
- managing SEN records;
- regularly updating the SEN register;
- coordinating provision for children with SEN;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- advising on a graduated approach to SEN Support and working collaboratively with staff in writing / reviewing IEPs.
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;

### **Teachers and Teaching Assistants**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including children with SEN. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Teachers and Teaching Assistants play an integral role in curriculum planning, formulating IEPs and supporting the child's learning, in partnership with the SENCO and parents / carers.

### **Headteacher**

The Headteacher is the school's 'responsible person' and oversees SEN throughout the school to ensure its effective day-to-day operation.

## **Governors**

A named member of the Governing Body takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. They ensure that the ISEN Policy is published on the school website.

## **6. Supporting Pupils and Families**

At Heron Hill, we believe that a close working relationship with parents is very beneficial for the child and helps with their social and academic progress. Class teachers work closely with parents/carers throughout their child's education. Parents/carers should in the first instance contact the class teacher in case of any concern or difficulty.

We aim to involve parents in their child's education and actively encourage them to contribute their opinions through:

- discussions with the class teacher;
- parents evenings;
- discussions with the SENCO and other professionals;
- discussions about IEPs

The school can provide information about Cumbria's SEND Information and Advice Support Service to any parent of a child with special educational needs.

In accordance with the Equality Act (2010), parents can access the school's SEN Information Report on the school website.

## **7. Supporting Pupils with Medical Conditions**

At Heron Hill we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities. The school will do everything in its power to ensure that opportunities are provided that will enhance the child's learning and at the very least will comply with its duties under the Equality Act (2010).

If a pupil has a medical need then a detailed Health Care Plan is compiled by the parents/carers. It is discussed with all staff who are involved with the pupil and staff training is considered. Where necessary, and in agreement with parents/carers, medicines are administered in school in line with our Supporting Pupils with Medical Conditions Policy.

## **8. Evaluating the Success of Provision**

The success of SEN provision and interventions for children on the SEN register are recorded on an individual Education Plan (IEP), which is updated on a termly basis. The SENCO analyses and summarises information on outcomes of children with SEN to evaluate the success of provision.

## **9. In Service Training (CPD)**

The training needs of the staff are continually reviewed and updated to support SEN pupils. Training needs are identified through the Performance Management process and liaison with the Staff Development Officer and SENCO. Relevant SEN focused external training opportunities are made available to teaching and support staff where appropriate. The SENCO regularly attends relevant SEN courses and meetings, disseminating relevant information to staff and the Headteacher.

## **10. Complaints Procedure**

The school's complaint procedures are set out in the school prospectus and follow LA guidelines. Staff will work closely with parents at all stages and should be the first port of call in case of any difficulty. An appointment can be made to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

## **11. Accessibility Plan**

The Accessibility Plan is currently under review. There are ramped accesses into school and two disabled toilets. There are three well-equipped Learning Support Rooms which are used for individual and small teaching groups and are also available for external professionals

## **12. Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

## **13. Transition Arrangements**

Many strategies are in place to enable a pupil's smooth transition to and from Heron Hill, as well as transition between year groups and key stages. These include:

- Discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving;
- All pupils attend a transition session where they spend some time with their new class teacher;
- Additional visits are also arranged for pupils who need extra time in their new school/class;
- Meetings with parents/carers prior to their child joining the school;
- Liaison with the SENCOs from the secondary schools to pass on information regarding pupils with SEND

When pupils move to another school their records are transferred within 15 days of ceasing to be registered at Heron Hill.

## **14. Funding**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual child's needs. Application for additional EHCP funding is made to the local Authority when appropriate.

## **15. Access to the Curriculum**

In line with the school's aims and objectives, all pupils have an entitlement to a broad and balanced curriculum, which is differentiated according to need.

Teachers and Teaching Assistants use a range of strategies to meet pupils' needs.

The SENCO and Headteacher meet on a weekly basis to discuss and review the special needs provision. The SENCO and the named governor with responsibility for special needs hold regular meetings.

## **16. Monitoring**

The SENCO in conjunction with the SEN governor reviews this policy each academic year and reports the outcomes of the review to the Governing Body.