

Inclusion Policy Statement- Oct 2014

St Helen's Primary School

**Respect Yourself,
Respect everyone in our school community,
Respect everyone in our local community,
Respect everyone in our global community,
But most of all, respect God our father in Heaven.**

Introduction

At St Helen's we value the individual abilities and needs of every child. We believe that every child has a right to a broad, balanced and relevant education within our Catholic ethos. Some pupils will permanently or from time to time have specific difficulties which require intervention. These pupils will be given provision in line with our Inclusion policy to ensure their needs are met.

From 1st September 2014 a new SEN Code of Practice came into force. The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- There is a stronger focus on high aspirations and on improving outcomes for children and young people
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities
- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus)
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs);
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

Principles underpinning the Code of Practice

The legislative framework for the SEN system and the detailed guidance in this Code of Practice are underpinned by the principles set out in Clause 19 of the Children and Families Bill. Local authorities, in carrying out their functions under the Bill, **must** have regard to:

- The views, wishes and feelings of the child or young person, and their parents/carers;
- The importance of the child or young person, and their parents/carers, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions;

- The need to support the child or young person, and their parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- The participation of children, their parents/carers and young people in decision making
- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents/carers over their support
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEN;
- A focus on inclusive practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) plan.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Southend that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Definition of Special Educational Needs.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The four areas of need are:

1. Communication and Interaction.

This can include Speech, Language and Communication Difficulties. Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties. Children and young people with an Autism Spectrum Disorder (ASD), including Aspergers Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination.

2. Cognition and Learning

Children who have greater difficulty than their peers in acquiring basic literacy or numeracy skills or in understanding concepts. This will also include children with a severe learning difficulty (SLD) who have significant cognitive or intellectual impairment and children with profound and multiple learning difficulties (PMLD) such as a physical disability or sensory impairment. It also includes children who have a specific learning difficulty (SpLD) including dyslexia, dyscalculia and dyspraxia. Children and young people with a learning difficulty are at increased risk of developing a mental health problem. They may need additional support with their social development, self-esteem and emotional well-being.

3. Social, Mental and Emotional health

For some children and young people, difficulties in their emotional and social development, can mean that they require additional and different provision in order for them to achieve. Some children and young people may have recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

4. Sensory and/or physical needs.

There is a wide range of sensory and physical difficulties that affect children and young people across the ability range Including: visual impairment (VI), hearing impairment (HI), multi sensory impairment (MSI) or physical disability (PD)

Any necessary additional or different provision identified by review should be provided in a timely way. Young people, children and their parents/carers are an essential part of this process

Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspects of school life, regardless of race, gender or special need.
- To enable all pupils to reach their full potential.
- To provide equal access to the curriculum. This may mean a differentiated curriculum for some pupils.
- To provide regular training, coaching and development for all staff so that every teacher feels confident in delivering the curriculum to all pupils.
- To involve the pupil wherever possible in the planning and target setting of his/ her programme of work.
- To acknowledge the valuable contribution of children and parents/carers in the learning process.
- To establish good home school communication.
- To establish effective multi-agency working to combine services around the needs of the child and their families.

Policy Objectives

- The early identification of pupils with Special Educational Needs (SEN).
- To make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the Inclusion Manager and Headteacher.
- To provide an Individual Support Plan (ISP-formerly IEP) for those children currently at SEN support (previously School Action, School Action Plus or School Action Plus STAR.)
- To maintain regular contact with parents/carers at all stages of support, at least termly.
- To establish criteria for effective monitoring, evaluating and reviewing provision.
- To provide child friendly targets which are easily understood and accessible to the child.
- To work with outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS etc.

Roles and Responsibilities.

Headteacher -Mrs Elizabeth Mouchel
Inclusion Manager - Mrs Helima Curtis
Inclusion Governor –Pat Blight

Governors: Fulfilling their statutory duties to pupils with special educational needs.

- Securing appropriate resources via staffing and funding arrangements
- Reporting to parents/carers annually on the effectiveness of the schools Special Needs Policy
- Participating in appropriate training

Staff:

- Acting on the principle that every member of staff is responsible for meeting the needs of all pupils.
- Working in partnership with the Inclusion Manager, pupils, parents/carers and other agencies.
- Participating in appropriate training.

Pupils:

- Having their wishes about their own needs regularly sought and carefully considered
- All pupils treating their peers with respect

Parents/carers:

- Through consultation and by working with the school to help meet their child's needs.

Specific Responsibilities

The Class Teacher:

- Identifies that a pupil has special educational needs.
- Completes an SEN concerns sheet with relevant information about their special need to pass onto the Inclusion Manager.
- Plans what each pupil should learn.
- Differentiates the curriculum, using a variety of teaching styles to meet the learning styles of the individual child.
- Supervises teaching assistants and adult helpers involved in their pupils learning.
- Assesses and records what learning has taken place. For children working below level 1, the P Scales should be used to assess and record progress.
- Provides Termly assessment information to the Inclusion Manager (Target Tracker)

The Inclusion Manager:

- Oversees the day to day operation of the Inclusion Policy.
- Keeps a Special Needs Register.
- Co-ordinates provision for pupils with special educational needs, working closely with the class teacher and teaching assistants.
- Contributes to in-service training of staff.
- Advises on a graduated approach to providing SEN support
- Writes the Individual Support Plan (previously Individual Education Plan) in collaboration with class teachers.
- Oversees records kept on all pupils with special educational needs.
- Monitors movement of children on and off the Special Needs Register.
- Monitors and reviews progress of children with special educational needs, both in terms of progress towards ISP targets and Yearly progress.
- Monitors classroom provision for pupils with special educational needs.
- Informs the Headteacher of special needs issues.
- Liaises and works in partnership with parents/carers.
- Liaises with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaises and works in partnership with external agencies, especially the LA and LA support services.
- Liaises with potential next providers of education to ensure a young person and their parents/carers are informed about options and a smooth transition is planned.
- Reports annually to the Governing body.

The Headteacher:

- Has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping governors informed.

Co-ordinating and managing provision

Time is provided each term for the Inclusion Manager to meet class teachers to review IEP's, prior to review meetings with parents. The Inclusion Manager also meets teaching assistants termly to discuss IEP's and monitor targets and progress.

All adults working with a child on the Special Needs Register complete weekly record sheets to ensure targets are covered and an ongoing record is kept. All record sheets are kept in a yellow folder in each classroom.

Admissions

St Helen's is an inclusive school where all children are valued as individuals.

We follow a separate admission process if a child has a Statement of Special Educational Needs or Education, Health and Care plan, in line with local authority guidelines.

Identification Procedure

All decisions with regard to SEN identification, assessment and provision will be made in consultation between the Headteacher, Class teacher, Inclusion Manager, and any other specialists who are able to contribute to the process. Parents/carers also play a vital and important role in the SEN process.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this decision and the child will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four- part process:

- 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. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their 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 child 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 or specialist staff involved to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the Inclusion Manager will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Early Help Assessment.

In order to access some agencies which may provide advice or support to the child and school, an Early Help Assessment form is completed (formerly the CAF) in discussion with the pupil's parents/carers and class teacher. Specific agencies are then named on the EHA for the parents to approve and sign.

Referral for an Education, Health and Care Plan

An Education, Health and Care Needs assessment may be requested where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer and/or by contacting Parent Partnership Service.

Education, Health and Care Plans (EHC Plan)

a. Following Statutory Assessment, an EHC Plan will be provided by Southend Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Facilities for pupils with physical disabilities

- St Helen's Primary School is on one level.
- Parking bay for the disabled in the car park.
- The main entrance has an automatic entrance door.
- A toilet/shower room for the disabled.
- All doors are wide enough for wheelchair access.
- Facilities are constantly under review.

Assessment

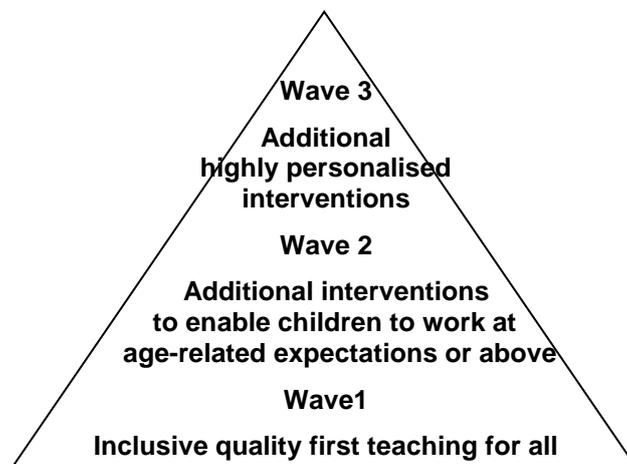
Assessment procedures used in school to highlight children who are not making expected levels of progress or who may be experiencing difficulties include:

- Termly teacher assessments based on National Curriculum levels, recorded using Target Tracker, Early Years Target Tracker and Foundation Stage Profile. This information also feeds into Ensuring Good Progress termly meetings.
- Teacher informal observation and assessment.
- Suffolk Reading Scale.
- Single word spelling test.
- End of Year 3, 4 and 5 teacher assessments.
- SATs tests.
- Assessment by outside specialists
- Discussion with parent (and pupil where appropriate)

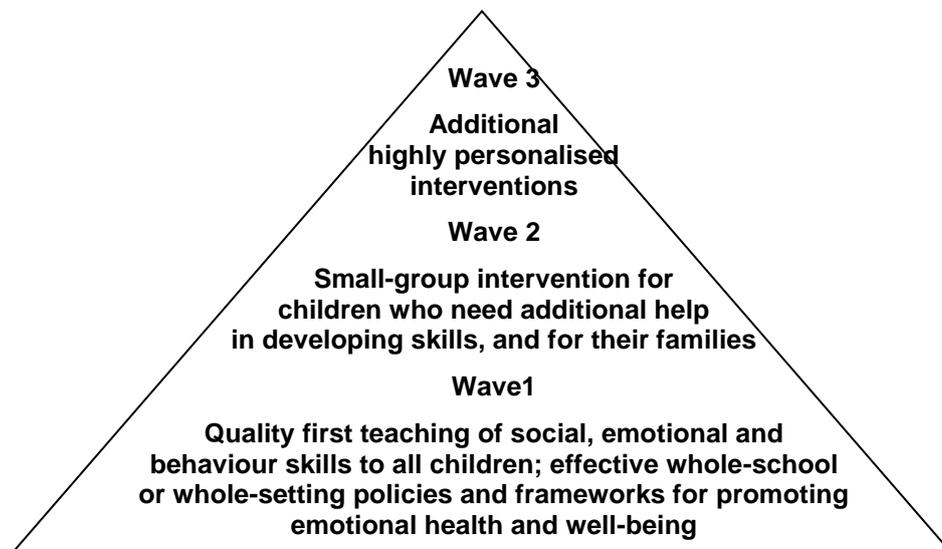
Provision

St Helen's follows the waves model of intervention as outlined below:

Waves of intervention model



Waves model-behaviour



See appendix for more detailed information

Evaluating Success

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual support plan (ISP), which are updated when the intervention is changed. These interventions are monitored and evaluated termly by the Inclusion Manager and information is shared between staff, parents and governors. This helps to identify whether provision is effective.

More specifically success will also be evaluated through:

- Target Tracker/ P scales information.
- Standardised test results and ongoing teacher assessments.
- Movement of children on / off the Special Needs Register.
- Parent/carer feedback from review meetings
- Pupil feedback

Links with other schools and Transfer arrangements

- Pupils in Year 5 visit the local secondary school for a taster day each year
- The SENCo from the receiving secondary schools is invited to the Annual Review of
- Statemented / EHC children in Year 5
- Headteachers from the two main feeder secondary schools hold an information evening at St Helen’s for parents/carers of Year 5 children.
- Pupils in Year 6 make visits to the local secondary schools and take part in a variety of activities to prepare for transition.
- The Inclusion Manager has a meeting with the SENCo from the main feeder secondary schools to discuss children on the SEN register.
- Additional meetings are arranged with Year 6 parents and the Inclusion Manager if necessary to provide information and advice about transition
- All Code of Practice paperwork is passed onto the receiving secondary school.
- The Inclusion Manager takes some children for extra visits to the secondary school if appropriate.
- The Head of Year 7 from St Bernard’s visits to speak to the pupils and class teacher
- The Head of Year 7 from St Thomas More visits to speak to the pupils and class teacher.

This policy will be reviewed on

H Curtis
October 2014

Appendix 1
Whole school provision overview

Area of need	Wave 1	Wave 2	Wave 3
Communication and Interaction	Quality first teaching Differentiated curriculum planning In class TA support or targeted teacher support Use of modified language Structured school and class routines	Targeted in class support with focus on speech and language Use of additional ICT	Small group or 1-1 support for language, including dyslexia, dyspraxia and dyscalculia Social skills group-circle of friends Speech and language support/advice Makaton Additional ICT Advice from Educational Psychologist Advice from specialist

			teacher
Cognition and learning	<p>Quality first teaching Differentiated curriculum planning In class TA support or targeted teacher support Visual timetable and other visual aids Use of writing frames Access to ICT</p>	<p>Literacy and numeracy catch up interventions- <i>Mrs Mouchel/ Mrs Green-Y6 Maths</i> <i>Mrs Curtis- Y5 Maths</i> <i>Mrs Curtis- Y5 writing</i> <i>ALS, FLS, ELS. Spelling</i> <i>Force, Catch up Reading</i> <i>Numicon/letters and sounds/ 5 minute box/talking partners/talk maths/number box</i> Booster lessons Exam booster lessons Targeted in class support from TA Guided reading within lessons Learning mentor-<i>circle of friends/social skills support</i></p>	<p>Small group or 1-1 literacy/numeracy support Reduced/increasingly individualised timetable Exam concessions Advice from outside agencies-<i>EP/Speech and Language /occupational therapy etc</i></p>
Social , Mental and Emotional Health	<p><i>Whole school behaviour policy, rules , rewards and sanction systems</i> <i>Circle time</i> <i>Lunchtime clubs-fun factory</i> <i>PHSCE focussed work</i> <i>Peer mediation-playground friends/guardian angels/buddy system/young leaders</i> <i>Social and Emotional aspects of learning(SEAL)</i></p>	<p><i>Group circle time-P4C</i> <i>Work related learning</i> <i>In class support for supporting behaviour targets/access/safety</i></p>	<p><i>Nurture group-'Rainbow Room' for identified children</i> <i>Small group or 1-1 support for social skills-Circle of friends/learning mentor</i> <i>Individual counselling or peer mentor-School counsellor-Sue Bacon</i> <i>Individual reward systems</i> <i>Social skills /anger management training-Volcano in my tummy</i></p>
Sensory and/or Physical	<p><i>Flexible teaching arrangements</i> <i>Writing slopes and pencil grips</i> <i>Activate physical movement programme</i> <i>Improved accessibility of building-toilet for the disabled etc</i> Moving and handling training</p>	<p>Additional keyboard skills training Additional fine motor skills practice. In class support for supporting access/safety.</p>	<p>Individual support for appropriate subjects (e.g. P.E, Science) Physiotherapy and Occupational therapy programme. Access to PC with switch. Use of appropriate resources (e.g. radio aids) Advice from EP/specialist teacher Signage</p>