



Lytham C.E Primary School SEN POLICY



Policy Leader:

Mrs H Willott

Policy first written:

September 2016

Review dates (and amended if required):

September 2017

Last adopted by the Governing Body:

Full Governing Body
Autumn 2016

Our Mission Statement:
To inspire everyone in our school family to be the best they can be within our caring Christian community

TOGETHER WE GROW WITH GOD

2 Peter 3:18
“Grow in the grace and knowledge of our Lord and Saviour Jesus Christ.”
Our Christian values shine through everything we do.

1. Introduction

Our mission statement affirms our commitment to valuing the individuality of all of our children. We give all our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

As a school, we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to those pupils who:

- Have learning, physical, communication, sensory and/or medical needs
- Have or experience behavioural, emotional and social needs;

But it also applies to those pupils who:

- Reflect social and cultural diversity;
- Have attendance difficulties;
- Experience significant ill health;
- Have relatives to care for;
- Use English as an additional language;
- Have residency in this country or may be refugees or asylum seekers;
- Have a mobile life style as travellers;
- Are 'looked after' children;
- Live in poverty or may be homeless;
- Are gifted and talented;
- Bully or who are victims of bullying;
- Are bereaved;
- Are traumatised.

This policy should be read in conjunction with other school policies relating to interaction between adults and pupils, for example, Anti-Bullying, Positive Behaviour,

Race Equality, Care and Control, Child Protection, Educational Visits, Able, Gifted & Talented and specific curriculum policies.

This policy has been developed in response to national and local authority initiatives which support inclusive learning. It has been written with using the Local Authority guidance 'A Model Policy for Lancashire Schools on Inclusion of Pupils with Special Educational Needs and Behavioural Difficulties' (circulated January 2005) together with the SEN Code of Practice (DfES 2001).

This policy will be reviewed annually in accordance with the School Development Plan.

2. Aims

The school aims to:

- Help pupils develop their personalities, skills and abilities;
- Provide appropriate teaching which makes learning challenging, enjoyably and successful;
- Provide equality of educational opportunity;
- Engender a culture of tolerance and acceptance of all, mutual respect where all are valued

3. Objectives

The school will:

- Ensure implementation of government and Local Authority inclusion recommendations;
- Ensure the school's inclusion policy is implemented consistently by all staff;
- Ensure any discrimination or prejudice is eradicated;
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- Ensure all pupils have access to an appropriately differentiated curriculum;
- Recognise, value and celebrate pupils' achievements, however small;
- Work in partnership with parents/carers in supporting their child's education;
- Guide and support all staff, governors and parents in inclusion issues.

4. Defining Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire, we have defined inclusion as "a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community".

At Clifton Primary we have extended this definition on inclusion to read:

'Clifton Primary School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils within the school and its locality. We are developing inclusive values which are shared between all staff, pupils, governors, parents/carers and the wider community, in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to enhance and support the learning of all.'

This inclusive culture is reflected in all school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all pupils, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all pupils to overcome barriers to learning and participate fully in school life.

Inclusion will be achieved through analysis and assessment of children's needs, by monitoring the quality of teaching and the standards of pupils' achievements and by setting targets for improvement. Learning for all children is given equal priority and available resources are used to maximum effect.

Clifton Primary School meets the specific duties of the Race Relations (Amendment) Act 2000 by considering the implications for race equality and cultural diversity in planning and developing all policies. Clifton Primary School also complies with the Disability Discrimination Act 2005 and the Equality Act 2006.'

5. Co-ordinating Inclusion

The school's Inclusion and special educational needs Coordinator's role is to:

- Work positively with all members of the school community to promote inclusion;
- Induct new staff in the school's commitment to inclusion;
- Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion;
- Monitor the inclusion policy and report annually to the governing body on its effectiveness;
- Report annually on the efficient and effective use of resources for pupils at school action, school action plus and those with statements;
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies;

- Share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants;
- Purchase appropriate resources;
- Work with key staff such as the Assessment Manager and subjects leaders to monitor pupil progress;
- Analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN;
- Liaise with parents;
- Coordinate transition of pupils and pupil records for pupils with SEN;
- Coordinate external specialist provision.

The Inclusion and SEN coordinator is responsible for keeping the Headteacher and governors regularly informed about inclusive provision within the school.

All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

6. Inclusive Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is available in all classes at times. This is provided by teaching assistants (TAs), special support assistants (SSAs) and external agency staff. This additional support is targeted at individual pupils and small groups of pupils. The external agency staff support pupils with a range of special needs including emotional and behavioural difficulties, hearing impairment and autism. Should the need arise, a bilingual assistant would provide additional support to pupils learning English as an additional language. Access to learning is enhanced through technology including ICT systems and specialist hearing systems.

A range of extra-curricular activities are available during lunchtime and after school. These include art club, athletics, board games club, chess club, choir, clarinet, craft club, cricket, flute, football, guitar, netball, orchestra, sewing, sign language club and tag-rugby.

The school's Admission Policy also promotes inclusion and has clear criteria for admissions which do not in anyway exclude pupils with Special Educational Needs. This policy is in line with the Lancashire model policy for admissions.

The school is aware of its need to promote an inclusive and accessible working area

for pupils alongside an inclusive and accessible curriculum for all pupils. To ensure that the correct provision is made, the school carries out a regular accessibility audit using the criteria laid out in 'Implementing the Disability Discrimination Act in schools and early years settings' produced by the DfE. From this a clear action plan is written and implemented as part of the school's ongoing School Development Plan. This plan is written by the school Accessibility Team which include the Headteacher, the SENCo, the SEN governor, parents and pupils and other relevant community members.

7. Every Child Matters

Within our own agenda for inclusion we support the 5 outcomes of Every Child Matters with regard to children with special educational needs in the following ways:

- **Being healthy** - Making provision for every child to achieve at their own potential promotes good mental health for all children. Challenging SEN children stimulates and engages their interest, leading them to feel they are working to their potential and so leading to healthy minds and bodies.
- **Staying safe** - There are various aspects of this strand dependent on the area of SEN. For example, using equipment safely in DT and science activities, learning about using computers safely and undertaking P.E. activities safely etc, (see specific policies for details).
- **Enjoying and achieving** - All children have an entitlement to quality learning and teaching in their SEN area. They can enjoy learning through varied teaching methods and activities.
- **Making a positive contribution** - Provision for SEN supports children in their learning and provides them with opportunities to communicate and work with other people and peers, in addition to working independently.
- **Achieving economic well-being** - Children who are on the SEN register are supported and encouraged to develop life skills Ensuring these children are able to reach their potential will provide them with a good basis on which to build their future economic well-being.

8. Identifying the needs of children with special educational needs.

The school works closely as a team to ensure that children with special educational needs are identified early and the correct provision can be put in place as soon as possible to support them within school.

It is the responsibility of all teachers and teaching assistants to notify the SENCo, in the first instance, should they have due concern about a child's education or the provision made for a child within the classroom. The SENCo then works closely with the teacher and/or teaching assistant to discuss how the needs of the child are currently being met and whether there are strategies in place to support the child through individual/group differentiation. Should it be decided that differentiation is

not having the impact necessary, then the child may be entered onto the school's SEN register and this will be discussed with parents. The school will then follow clear guidance in order to ensure the correct provision is made to support the child with clear IEP's and support.

Should a child be deemed to require further support other than differentiation and other external agencies involvement is needed, then the school will complete a Common Assessment Framework form in discussion with parents and other relevant parties. The Local Authority will be contacted to ensure that a CAF for a particular child does not already exist to ensure that maximum continuity and joined-up service thinking can be achieved. All relevant staff have been trained to CAF Level 1 with some staff also holding CAF Level 2 and Level 3 training. The Headteacher holds the records for this training.

9. Promoting an Inclusive Curriculum

The school firmly believes that all children should be included in all activities within the school and children who have identified special educational needs are involved in all activities which the school provides alongside those children who do not have special educational needs.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, looked after children or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).

For pupils whose attainment falls significantly below the expected levels at a

particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

When planning, we set high expectations and provide opportunities for all pupils to achieve, both boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers, race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments;
- Securing their motivation and concentration;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning.

Our teachers take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with communication, language and literacy;
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Planning for pupils' full participation in learning and in physical and practical activities;
- Helping pupils to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

10. External Support

The school through its service level agreement buys in additional external specialist advice and support from the IDSS.

Specialist teachers from this service may provide weekly intervention in the form of

personalised learning, direct teaching, in-class support, counselling, and assessment of pupils' needs and progress.

The school also engages in collaborative partnerships with special and mainstream schools, local colleges and training providers to promote inclusive networked learning communities. The school works closely with all nurseries/schools involved in transition arrangements, either on initial entry to the school in Foundation Stage, on leaving the school to attend High School or on entry/exit from/to another primary school.

The school has access to a link adviser, Inclusion (SEN) adviser, educational psychologist, pupils' access and education welfare officer. All services work closely together to ensure that all provision made is supportive and accurately identified.

11. Resource allocation

The school annually allocates part of its budget to resourcing educational inclusion. Subject leaders submit curriculum resource bids in the Spring term as part of the annual school development planning process which takes account of the needs of all learners. The Headteacher and Governors' Finance and Staffing Committee review each bid and with the governing body, approve the necessary curriculum priority spending, that supports moving inclusive practice forward.

The SENCo and the Headteacher organise and plan the amount of additional in-class and external specialist support required for pupils at School Action Plus and with a statement. The pupils at School Action are covered from within the school's existing budget, and receive in-class support from teaching assistants.

The SENCo reports annually on the efficient and effective use of resources for pupils at school action, school action plus and those with statements of SEN.

12. Assessment Procedures

We believe that all children deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school embraces using a consistent nationally recognised assessment system, which relates to the foundation stage, the P scales for pupils with learning difficulties, and the National Curriculum levels of attainment and the Primary National Strategy. Assessment for learning, as outlined in the national guidance from the Qualifications and Curriculum Authority (QCA) guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through the classteacher and the SENCo. Pupils are set individual challenging targets which address the area of underachievement. Pupil progress is monitored and reviewed termly.

The Assessment Manager, together with the SENCo, tracks pupil progress systematically and reports to the Headteacher in order to:

- Check the progress individual pupils make against their targets;
- Verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or schemes of work or low attendance rates;
- Provide a cross-check with teachers and teaching assistants regarding the pupils who are underachieving in relation to their prior attainment;
- Monitor the progress of specific pupil cohorts;
- Identify particular strengths and areas for development of particular year groups, in a key stage or subject area;
- Collect, monitor and analyse fixed-term and permanent exclusions and takes appropriate action to prevent re-occurrence;
- Check the progress of pupils at School Action, School Action Plus and those with a Statement to inform the SEN register and to ensure that the pupils' needs are being met;
- Show 'value-added' in view of the additional resources put in place to support inclusion;
- Compare the accuracy of teacher assessment with external test results at the end of a key stage;
- Compare the school's performance with other similar schools in the Local Authority via the School Information Profile, with their statistical neighbours and with national performance data.

In addition to the culture of support and praise which underpins the school ethos, the reward system of points, certificates of achievement and letters of commendation for outstanding work and performance, effort and improved behaviour, contribute to raising pupil self-esteem and motivation.

The Governing Body also has a role within assessment to ensure that the provision made is correct and targeted towards those identified with special educational needs. To this end the Headteacher and SEN governor report termly to the Governing Body on the outcomes for pupils with SEN and the effect provision is having within school.

13. Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority and taking account of the most recent DfES guidance. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

14. Professional Development

The Headteacher oversees the professional development of all teaching staff and teaching assistants. The SENCo liaises with the Headteacher to review staff skills related to SEN, behaviour and pupil emotional well-being and to ensure that there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the school and also in other schools.

15. Working with Parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENCo or Headteacher if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their child's progress. The Home-School Partnership Agreement outlines how parents can support their child's learning at home.

Should a parent wish to complain about the school with regard to SEN, then they are advised to follow the school's complaint system which identifies the chain of communication (i.e. parents are advised to speak to the classteacher and teaching assistant first, then the SENCo, then the Headteacher, and then write a letter to Chair of Governing Body if they wish to complain further).

16. Evaluating the Inclusion Policy

The Inclusion policy is reviewed annually during the Summer term of any academic year. Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met;
- How effective the inclusion provision has been in relation to the resources allocated;
- The attainment, achievements and progress of different groups of pupils, including reference to the PANDA, School Information Profile and value-added data;
- Listening and responding to the views of pupils;
- Comments from the annual parent questionnaire;
- The school's own self-evaluation of the inclusion of pupils with SEN and behaviour difficulties using the Local Authority School Self-Evaluation Toolkit for SEN and Behaviour.

In the light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses on a shared vision and commitment to inclusion which ensures:

- A stable and experienced teaching team working in collaboration with teaching assistants;
- Strong support from parents, carers and governors;
- Careful and systematic use of resources;
- Thorough monitoring, evaluation and assessment of progress;
- A calm and consistent school climate that promotes good, positive social relationships;
- High expectation of all pupils;
- That pupils' views are valued, and the pupils' voices are listened to;
- Clear and consistent whole-school policies, with the emphasis on early intervention;
- Recognition and respect for diversity;
- Appropriate, effective communication systems;
- Regular inter-school collaboration; and
- The school is a community resource for learning and leisure activities for all.

Flowchart to support review of children placed at School Action

