

Samuel White's Infant School SEN AND INCLUSION POLICY

VISION

Our vision is one of everyone working together within the school community, in a happy, caring, safe environment to inspire, excite and challenge every individual to achieve lifelong skills through a joy of learning.

AIMS

We aim to ensure that all children

- Grow and learn in a caring and safe environment where every second counts and every child matters
- Are part of an inclusive broader curriculum and achieve their full potential
- Have confidence and high self esteem
- Respect themselves, each other and the environment
- Are able to work and play independently and collaboratively
- Are supported fully by the parents and the community

These aims are designed to ensure that the school meets the needs of all:

- Without discrimination, harassment or prejudice against anyone on the grounds of gender, race, colour, religion, nationality, ethnic or national origins, ability, disability and social circumstances.
- Through recognizing, valuing and celebrating diversity and preparing pupils to be part of a diverse society.
- Through inclusive educational practice.
- Through actively promoting good personal and community relations.
- By having clear, consistent procedures for dealing with all forms of bullying and harassment.

Rationale:

Samuel White's Infant School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Samuel White's Infant School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular

attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Samuel White's Infant School we aim to identify these needs as they arise and provide learning and teaching contexts which enable every child to achieve to his or her full potential.

Samuel White's Infant School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of the schools work on Inclusion will be undertaken by the Senior Leadership Team and the Governor's Curriculum Committee.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.
(*Except where disapplication, arising from a Statement occurs; disapplication is very rare and we aim to offer the full curriculum to all our pupils.)
- To provide specific input, matched to individual needs, in addition to differentiated class

room provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.

- To ensure that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of Key Stage 2.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To appropriately involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

- The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
- At other times, the SENCO will be alerted to newly arising concerns through the additional needs concern form.
- Where necessary, reviews will be held more frequently than twice a year for some children.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied learning and teaching styles.
- The SENCO monitors curriculum planning and provision for SEN support across the EYFS and Key Stage 1.
- The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation, work sampling and IEP reviews.
- SEN support is primarily delivered by class teachers through differentiated teaching and learning strategies. Additional support is provided by the SENCO and by 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 leadership team, in line with current pupil needs, educational initiatives and the budget.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

This year's provision map is attached to this policy as Appendix 1.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. This takes the form of the Pupil Progress meetings. The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- CAF- Common Assessment Framework

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **School Action** provision
- Additional support through **School Action Plus** provision

Our current criteria for **School Action** and **School Action Plus** are described in **Appendix 2 (to be developed)**.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, learning and teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

- Children who have needs similar to other children with additional needs within the class.
- Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO**.

A child receiving support at **School Action** will have an Individual Education Plan.

Monitoring will be carried out by class teacher and teaching assistant through annotated and evaluated weekly planning. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualized programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

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, specialized 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 Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly impact on the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA SEN Panel which makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is required as part of the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular cluster meetings to update and revise school based developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the

school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these priorities or Performance Management objectives.

- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO or specialist services.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the leadership team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.
- For Children with autistic spectrum disorders, or severe emotional and behavioral difficulties the school will seek the appropriate expertise within the LA teams.
- Teachers from the Sensory Impairment Team work in school to support children with specific vision or hearing impairment
- The SENCO liaises frequently with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - School Nurse
 - Community Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy

Parents/carers are always informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are

promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- Reception staff will meet with staff from pre-school and nursery provision prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of pupils joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will contact the school to further discuss the individual needs.

Links with Health and Social Services, Education Welfare Services and any 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 Social Services Team or the Education Welfare Officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- There are many voluntary organizations 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 organizations will be displayed as appropriate.

Inclusion Principles

- Staff at Samuel White's Infant School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organization will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools will place to ensure continuity and match to needs. Review meetings will take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment

- Samuel Whites' Infant School is a single site school, with Early Years Foundation Stage and Key Stage 1 provision. The school is built on a single level with ramped access to the reception area. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors which are currently of sufficient width for wheelchair access.

- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum based on the EYFS and National Curriculum plus literacy and numeracy frameworks. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the learning and teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions/objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the extracurricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Samuel White's Infant School uses a range of assessment procedures within sessions (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Children identified, prior to joining our school, as having additional needs will also be matched to classes to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSHE and SEAL curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organizations on appropriate resources.
- Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimized.

Terminology, imagery and disability equality

- We try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability

equality issues.

Listening to disabled pupils and those identified with additional needs

- Samuel White's Infant School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an appropriate part in their annual reviews.

Working with disabled parents/carers

- Samuel White's Infant School recognizes that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall or classrooms which are accessible.

Disability equality and trips or out of school activities

- Samuel White's Infant School tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities which are held in the school hall or accessible classrooms.

Evaluating the success of the School's SEN and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - A reduction in behaviour incidents and exclusions
- In January and May, the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
- The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- The policy itself will be reviewed annually by the staff and governors.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Headteacher.....Date.....

Chair of Governors.....Date.....

APPENDIX 1

Allocation of Resources to and amongst pupils for the year 2010 to 2011

Year	Differentiated curriculum provision	School Action and School Action Plus provision	Additional provision made at School Action Plus
Reception	<ul style="list-style-type: none"> • TA support for: individual and group work within all aspects of EYFS provision. • Letters and Sounds Phase Groups • Peer support and collaborative learning 	<ul style="list-style-type: none"> • TA support for individuals as part of EYFS provision plus Specific 1:1 teaching IEP targets. • SENCO assessment • Lunchtime support 	<ul style="list-style-type: none"> • Speech and Language Therapy 1:1/group direct work. Input to planning, monitoring and reviewing • Language group - materials provided by Speech and Language Therapist
Year 1/2	<ul style="list-style-type: none"> • TA support for: Early Literacy Support Programme (ELS, Y1) • Group work within literacy and numeracy hours using appropriately differentiated resources/ICT programmes - • Peer support and collaborative learning 	<ul style="list-style-type: none"> • TA support for: Specific 1:1 teaching to IEP targets • Lunchtime support • Individualized behaviour programme 	<ul style="list-style-type: none"> • Speech and Language Therapy 1:1/group work. Input to planning, monitoring and reviewing

Whole school provision planned for academic year 2010-2011

INSET Makaton

INSET Team Teach: Manual Handling

Staff meeting led by Speech and Language Therapist

Samuel White's Infant School - COST OF PROVISION FOR YEAR 2010 TO 2011

Year Group	Activity	Staff	Hours p/w	Cost p/a	
Reception	1:1and group tuition/ support	TA			
	Assessment	SENCO			
	Subtotal				
	Subtotal				
Whole school provision	INSET-Manual Handling Team Teach				800
	Resources				
	SENCO attendance at cluster meetings				

TOTAL

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

APPENDIX 2

GUIDELINES FOR IDENTIFICATION OF SEN AT SCHOOL ACTION/SCHOOL ACTION PLUS

	Communication, Language and Literacy	Mathematics	Personal and Social Development (see attached descriptors for P levels)		
			Interacting & working with others	Independent & organisation skills	Attention
YR Term 1	Baseline assessment	Baseline assessment			
YR Term 3					
YR Term 5					
Y1 Term 1					
Y1 Term 3					
Y1 Term 5					
Y2 Term 1					
Y2 Term 3					
Y2 Term 5					

The criteria map is a guide, for the purpose of making clear to parents/carers and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the *Code of Practice*.