

# Special Educational Needs

## Inclusion Policy Statement 2017-2018

### AT THORNBURY WE CELEBRATE DIVERSITY AND DIFFERENCE IN OUR CHILDREN RATIONALE

What is a Special Educational Need?

The Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015) defines SEN as :

"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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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."

The provision of Special Educational Needs at Thornbury is often identified by looking at the following criteria:

- \* Communication and Interaction
- \* Cognition and Learning
- \* Social, Emotional and Mental Health difficulties
- \* Sensory and/or physical needs

These may present with varying degrees of difficulty.

A child may have a need in one or more of these four areas.

It is important to note that gifted and more able children, and children with English as an Additional Language (EAL) may also have Special Educational Needs. However difficulties relating solely to limitations in English as an additional language should not be identified as SEN. Slow progress and low attainment do not necessarily mean that a child has SEN, however they may well be an indicator of a range of learning difficulties or disabilities.

### GENERAL AIMS

- a. To integrate and educate all children with Special Educational Needs in a mainstream school and its activities where this does not affect the individual child or the rest of his/her class adversely.
- b. Within the team teaching philosophy of the school, have high aspirations, to plan and teach each child according to his/her individual needs and abilities, taking into account the National Curriculum requirements where appropriate, enabling them to achieve their best and make as much progress as is possible.
- c. To prepare children for later life; having confidence, being independent, understanding and following rules, awareness of informal social codes of conduct, to make a successful transition to adulthood.
- d. To follow the procedures outlined in the SEND Code of Practice: 0-25 years (May 2015)
- e. To involve the child by seeking their views and according to their developmental understanding, to have ownership of the strategies used to support them.

- f. To involve Parent/Carers, so that they are aware, and supported in understanding their child's SEN, the planning for their child, and any agreed provision.
- g. To work closely with staff and other multi-agency professionals in the discussion and execution of provision and emotional development of the child, as soon as a need is noticed.
- h. To promote the early identification of children's needs, along with early intervention to support them, to provide the best possible outcome for all children.

## **PRINCIPLES**

We will maintain a positive approach when following agreed provision to support the development of the child, in line with the philosophy running throughout the whole curriculum at Thornbury Primary School.

All children are treated as individuals since it has long been established that although cases may be similar, no two cases are the same.

Children will be given opportunities to access a broad and balanced curriculum according to their needs.

Class teachers are responsible for the progress and development of all pupils in their class, including those with SEN.

Wherever possible, children with SEN will fully participate in the activities of the school.

Parent/Carers are a valuable part of the education of the child with SEN, and we will make every effort to work alongside them at all stages of the process.

We will recognise the importance and value of the views, wishes and feelings of the child, and where appropriate will include them in participating in decision making and planning of provision.

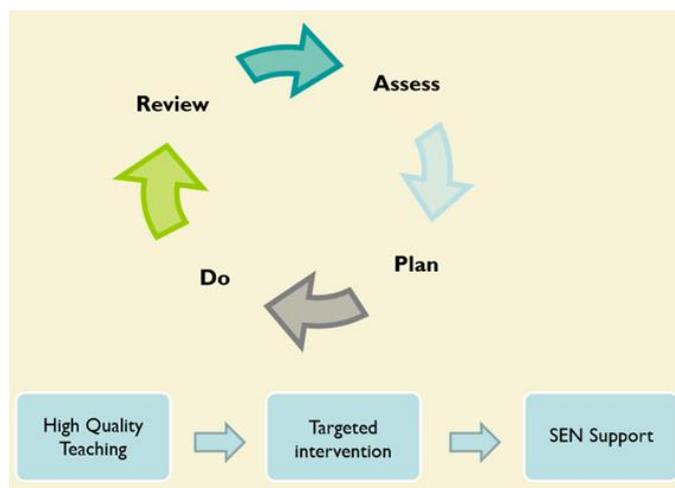
We will work collaboratively and positively with a range of agencies; for example the Multi-Agency Support Team (MAST), the Communication and Interaction Team (CIT), Speech and Language specialists, Educational Psychologists, Sensory Support Team, Children and Adolescent Mental Health Service (CAMHS) and the Local Authority.

## **IDENTIFICATION AND ORGANISATION**

- Internal assessments at the appropriate time are likely to reveal those children who need extra support in specific areas.
- A carefully planned and differentiated curriculum with high quality teaching is in place for all children
- The ethos of the school values all children, celebrates difference and recognises similarities; we are all part of our school community
- The 'Hidden Curriculum' is inclusive and supportive, believing that children do their best when they are clear about expectations, and feel they have a voice. There are many strategies in place to support this in practice, e.g. a visual timetable, worry box, pre teaching of vocab, speech bubbles, clear rules and consequences, visual and concrete methods in lessons, Communicate in Print symbolic notation.
- There are some children, who despite the above, and in a variety of ways, may be of concern. This is identified by close observation, and in depth knowledge of each and every child.
- All staff in school communicate regularly, often to the smallest detail, and it is these informal observations, of the child with different staff, at different parts of the day, that may flag up that there is an additional need which needs further consideration, ensuring effective early identification.
- At this point it is the teacher's responsibility to consider any modifications to the curriculum or strategies which could be put in place; this may be done with advice from key staff such as SENCO (Special Educational

Needs Co-ordinator) / HT (Headteacher) / DHT (Deputy Headteacher) / HoD (Head of Department) / Subject Leaders / ELSA's (Emotional Literacy Support Assistants) / Specialist Teaching Assistants.

- These 'in-class' strategies and approaches should be noted on the Tracker, with any key discussion dates noted. They are also likely to be flagged up with senior staff at Pupil progress Meetings.
- Staff will consider all information gathered from within the school about the pupil's progress, including an early discussion with the child and their Parents / Carers at consultation evenings, or informally on a more regular basis. Agreed outcomes should be noted on the tracker and meeting notes stored in the year group orange folder and a copy given to parents.
- A clear date for review should be made.
- An 'Early Help Register' will be kept and updated by the SENCO and staff; identifying pupils where additional support is being given to meet that pupil's needs and identification of SEND is not yet appropriate.
- If these strategies are not having notable impact over the review period, the teacher will liaise with the SENCO and complete a 'Concern Sheet', noting areas of concern, and strategies employed to date.
- Consultation then follows with year group team teachers, other staff who teach the child and the Special Educational Needs Co-ordinator (SENCO). Possible lines of enquiry and alternative strategies are considered. Other specialists may be invited in to assess the child or to give a view on current strategies
- In the case of the very young children, or borderline cases, a decision may be taken to continue to implement the strategies and monitor progress before make a decision on SEN.
- A meeting is held with the Parent/Carers and class teacher, in consultation with the SENCO to make a decision about identifying a child with SEN.
- Where it is decided that a child does have SEN, the decision should be recorded on the SEN concern sheet, and the child's parents / carers must be informed in writing that SEN provision is being made.
- A graduated approach to planning provision for children with SEN will be used: 'Assess, plan, do, review'.



- If a child has been identified as having SEN despite high-quality teaching and targeted intervention, a child will be identified on the school SEN register as needing '**SEN support**'.
- An Individual Educational plan for the child, closely matched to their needs will be written and reviewed in collaboration with school staff, parents/carers and the child.
- A one-page profile for the child will be created, identifying what is important to the child from their view, appreciation of strengths of the child from other people's view, and how to support them effectively. This will be regularly reviewed and updated. It is essential that the child is at the centre of creating this profile, although they may need support to do this.
- The SEND pathway will be used as guidance in planning provision for children with SEN.

## SEND PATHWAY



**Step 1) Single- agency response** = Provision will be managed within school resources. The child and Parent/Carer will be regularly involved in the planning of provision. Staff will consider the skills, knowledge and resources within school. Progress will be regularly monitored and tracked.

**Step 2) Early SEND request for involvement** = If appropriate staff will consider whether referral to the Educational Psychologist is appropriate, or advise Parents/Carers to contact their GP in regard to health concerns. The child and Parents/Carers will be regularly involved in the planning of provision. If there are wider SEND concerns the SENCO will contact Single Point of Contact (SPOC) for further support.

**Step 3) Team Around Me**

**(Multi-Agency Support Plan)** = Where a range of multi-agencies are involved and concerns about a child's needs are significant, a 'Team Around Me' meeting will be arranged with the Parents/Carers and child, if appropriate, to give the opportunity to share information and plan together. A Multi-Agency Support Plan will be written and outcomes will be regularly reviewed. A person-centred approach to 'Team Around Me' meetings will be taken, involving the nomination of a 'champion' to help elicit children's views and act as an Advocate for the child.

**Step 4) Statutory Education, Health and Care Assessment** = Where a child's needs are considered to be significant and enduring, a request for a Statutory Education, Health and Care Assessment (EHCP) to the Local Authority may be made, in consultation with Parents/Carers and all involved multi-agencies.

**Step 5) Statutory Education, Health and Care Plan (EHCP)** = Following the assessment process, an EHCP may be written for the child. This statutory document will be reviewed annually in an 'Annual Review' meeting. If significant changes occur, an interim review may be called.

**Please Note:** From September 2014 transitional arrangements will be in place to support the changeover from the previous code of practice to the new system. Therefore any children with an existing Statement of Special Educational Need will be converted to an Education, Health and Care Plan over a three year period.

## RESOURCES

- Information and resources regarding SEN are stored in the staff room.
- Computer software is stored with the computer suites in each year group base.
- Equipment and materials for use with children with SEN are taken from a range of resources across the school.

- Additional specialist support and resources may be requested from other agencies for example; the Multi-Agency Support Team (MAST) or Sensory Support Team.

#### **PARENT/CARER SUPPORT**

- For additional Parent/Carer support staff should signpost parents/carers towards:
  - 'Plymouth Information Advice and Support for SEND' (previously Parent Partnership) for a wide range of impartial support.
  - 'Independent Support' can be accessed for those parents/carers whose child is part of the EHC Assessment process.
  - Plymouth Online Directory - outlining all provision and support available for children with SEN across Plymouth.
  - Plymouth Gateway - for advice and signposting to appropriate services.
  - Thornbury SEN Information Report is published on the school website ([www.thornburyprimaryschool.co.uk](http://www.thornburyprimaryschool.co.uk)), it gives additional information on SEN provision at Thornbury.
  - Complaints Procedure - this is also published on the school website.
  - Admission Arrangements of Disabled Pupils - the school admissions policy is published on the school website.

#### **ACCESS TO ENVIRONMENT AND INFORMATION FOR DISABLED CHILDREN**

- Information on access to the environment and information can be found in our Accessibility Plan.

## SEN Policy (Practice Document)

### Individual Education Plans

- should include information about:-
  - short term targets set for pupil
  - teaching strategies to be used
  - provision to be put in place
  - when plan is to be reviewed
  - outcome of action taken
  - parental comments / child's comments if appropriate
  - whether long term progress is such that provision can be removed.
- IEP's should only include that which is additional to or different from provision made for all pupils, strategies may be cross curricular or subject specific
- IEP's should be discussed, written and reviewed with Parent/Carers and pupil
- Where pupil with identified SEN is at serious risk of disaffection or exclusion the IEP should reflect strategies to meet their needs.
- Targets should be SMART:

<u><b>Specific</b></u>	Be very specific about the target and what the child needs to accomplish.
<u><b>Measurable</b></u>	How will the child know if they have met their target?  How will the target be measured to see if the target being achieved?
<u><b>Achievable</b></u>	The target needs to be appropriately challenging but not un-achievable.
<u><b>Relevant</b></u>	Targets should be linked to the child's area of need.
<u><b>Time Limited</b></u>	Provide a time frame for when the target will be achieved by

Reviewed for Governors by Lisa Trembath, SENCo, March 2017