**Wykebeck Primary School **

**Policy for Special Educational Needs**.

**Rationale**

This policy aims to ensure that all children at Wykebeck Primary School will receive quality learning provision which meets their needs, enables them to make good progress, achieve their full potential and become successful future citizens.

**Definition of Inclusion**

The staff at Wykebeck Primary School are committed to the inclusion of all pupils. Inclusion is about meeting the needs of all children, irrespective of age, gender, ethnicity, attainment and/or background. Underpinning our ethos of inclusion is a respect for diversity.

**Definition of SEN**

Children have special educational needs if they have a learning difficulty

which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above, or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because

the language or form of language of their home is different from the language

in which they will be taught.’

*Code of practice (2001) , Education Act (1996)*

**( For details of provision for pupils with English as an additional language (EAL) see the schools’ EAL induction procedures).**

Wykebeck Primary School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

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
* minority ethnic and faith groups, Travellers, asylum seekers and refugees
* learners who need support to learn English as an additional language (EAL)
* Looked After Children
* learners with special educational needs
* learners who are disabled
* those who are gifted and talented
* 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

**Areas Of Need**

### *Cognition and Learning*

### **Moderate Learning Difficulties (MLD) – characterised by low attainment across the curriculum**

### **Specific Learning Difficulties (SpLD) – where there is a mismatch between the child’s potential and their actual performance in specific skills areas. Often pupils demonstrate an erratic profile of strengths and weaknesses.**

### *Behavioural, emotional and social difficulties*

### **Where learning is interrupted as a result of behavioural patterns**

### *Communication and interaction difficulties*

### **Speech and Language difficulties**

### **Autistic Spectrum Disorder**

### *Sensory and physical difficulties*

### **Hearing Impairment**

### **Visual Impairment**

### **Physical and mental difficulties**

**Aims of the policy**

* This policy follows the SEN Code of Practice (2014).
* All pupils at Wykebeck Primary School are entitled to access a broad, balanced and relevant curriculum, whatever their individual needs.
* All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEN (learning difficulties and disabilities) as an integral part of raising standards.
* All pupils with SEN are fully included in the educational and social life of the school.
* Parents are involved as partners.
* All pupils with SEN are actively involved in their own learning.
* The school will work in partnership with outside agencies/schools.

We therefore:

* Provide an environment which enables every pupil to be safe and healthy.
* Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being.
* Enable every pupil to make a positive contribution to their school and community.
* Identify and respond to pupils’ diverse and individual needs.
* Indentify and overcome potential barriers to learning.
* Set suitable learning challenges for every pupil.

# Basic information about the school’s special education provision

**Responsibility for co-ordination of Inclusion provision**

* The governing body, in co-operation with the Head Teacher, is responsible for the school’s general policy and approach to provision for pupils with SEN and reports annually to parents on the school’s policy on SEN.
* The Head Teacher has responsibility for the day to day management of all aspects of SEN provision.
* The Inclusion Manager, working closely with the Head Teacher, has responsibility for the day to day operation of the school’s SEN policy and for co-ordinating provision for pupils with SEN. The Inclusion Manager will always be a qualified teacher and a member of the Senior Leadership Team.
* Details of current staffing can be obtained from the Inclusion Manager.
* The Inclusion Manager is Miss Anna Crowther, the SENCo (Special Educational needs Coordinator) is Mrs Jane Wiles

**Arrangements for co-ordinating SEN provision**

The SENCo will:

* Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual education/behaviour/support plans (e.g. pupil targets communication passports, medical care plans, risk assessments)
* Keep an up to date register of pupils with SEN.
* Oversee the records of all pupils with SEN..
* Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEN.
* Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement.
* Liaise regularly with parents and carers of pupils with SEN.
* Liaise with external agencies in matters relating to pupils with SEN.
* Liaise with the SEN governor.
* Regularly report to the Senior Leadership team and governing body about the progress of pupils with SEN.

The Inclusion Manger will:

* Co-ordinate the monitoring of all pupil achievement and proactively use this information to inform planning
* Take responsibility for the management of the Inclusion Team and teaching assistants. **( see appendix for members of Inclusion Team).**

**Admission arrangements**

Refer to the school’s admissions policy.

**Facilities for pupils with SEN, or who are disabled**

The school provides access for the disabled as it is all on one level and disabled toilets are available within the school.

# Information about the school’s policies for the identification, assessment and provision for all pupils with SEN

**Identification and review of pupil’s needs**

**SENCo**

* The SENCo co-ordinates the identification, assessment and monitoring of pupils with SEN, enhanced by the schools data tracking system.
* There is administrative time set aside for the SENCo to co-ordinate effectively the tracking, recording and communication of high quality SEN pupil information. This is evaluated and used to inform the SEN policy and practice across the school.
* Staff are kept informed and updated about all SEN issues and pupils on the SEN/Inclusion Register through meetings with the Inclusion Manager/SENCo and through communication passports which identify strengths and areas of need.
* In the case of pupils who have a statutory assessment of SEN the school will undertake the annual review procedures as detailed in the Code of Practice 2014.

**Class teacher**

* It is the responsibility of all teachers to identify pupils with SEN.
  + There are clear, well communicated criteria for placing pupils on the SEN register and removing them (see appendix).
  + Pupils who are identified as having SEN and are receiving support that is **“additional to, or otherwise different from the educational provision made generally for children of their age**” are recorded on the school SEN register
  + Pupil targets will be reviewed by class teachers and pupils on a regular basis through discussion and dialogue, wherever possible the child’s view on their progress and targets should be taken into account.
  + Pupil targets will be used to plan programmes and monitor and review progress for those on the SEN register, in line with the guidance in the SEN Code Of Practice, (2014).
  + Termly reviews of the register are carried out by the Inclusion Manager and class teacher
  + It is the responsibility of all teachers to include pupils with SEN within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In line with the Disability Discrimination Act 1995 (as amended by the SEN and Disability Act, 2001 and the Disability Rights commission, “A guide for Schools.” 2001), we endeavour to:

* Not treat current and prospective disabled pupils less favourably.
* Make reasonable adjustments as appropriate.

**Inclusive provision**

We aim to support pupils’ needs in a variety of ways. (see appendix for menu of provision) Pupils will be identified through the school tracking system, parent concerns and staff observations. A system for referral to the Inclusion team is in place ( see appendix).

**Identification, assessment and review**

Identification and Assessment:

* We are committed to early identification and intervention for children who may have SEN
* More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from previous schools the children may have attended
* If further assessment is required we use a range of formal and informal assessments to help us determine the child’s strengths and area for development. The following assessments are utilised to help us identify and implement the appropriate strategies for the child:
  + HF word/Phonic checklists
  + Independent, assessed work
  + Teacher assessment made within guided reading/writing groups using school targets
  + Use of PIVAT’s/P-Levels to level children’s attainment, where appropriate
  + Samples of children’s work annotated to show area of difficulty or progress
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* The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with LA policy.
* The school follows the Code of Practice process for identification and assessment of need

**WAVE 1: Quality First Teaching**

Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; new vocabulary will be carefully explained; lively, interactive teaching styles will be used and maximum use made of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

**WAVE 2: SEN Support/Small group intervention/more personalised learning**

Wave 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well structured short- term programme, possibly delivered by a teaching assistant working with a teacher, is all that is needed to enable them to make accelerated progress.

**WAVE 3:**

Wave 3 is about intervention for children for whom Quality First Teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise.

It is recognised that these stages are not necessarily consecutive and the needs of the pupil will be accurately assessed to ascertain appropriate provision.

There is an expectation that pupils receiving extra support will make progress in line with their peers or which is accelerated.

It is also noted that pupils do not need to remain on the SEN register if they have made adequate progress and no longer meet the criteria for identification. Likewise pupils do not need to be on the SEN register to receive Wave 1 or 2 provisions. It is likely however for pupils receiving Wave 3 provision.

**Allocation of resources for pupils with SEN**

* Support will be allocated through the use of available funding (FFI and whole school SEN budget) to meet the needs of pupils.
* Staff have access to SEN resources located in their classrooms and other resources are available from the SENCo.

**Evaluating the success of provision for pupils with SEN**

The Governing body, in partnership with the Inclusion Manager and other colleagues, will monitor and report on the success of SEN provision for pupils with SEN in a variety of ways:

* Monitor and evaluate the success of short and medium-term targets.
* Evaluate the impact of tailored provision and programmes of study.
* Analyse progress data for pupils with SEN
* Compare data to similar pupils nationally using Raise online and progression guidance.
* Analyse attendance and exclusion data for pupils with SEN.
* Monitor progress against SEN priorities in the School Improvement Plan.

Class teachers are responsible for monitoring progress of all groups within their class, including those with SEN, through target review, assessment for learning and pupil progress meetings.

# Information about the school’s staffing policies and partnership with bodies beyond the school

**In-service training**

* + We regularly self evaluate our Inclusion and SEN strengths and areas for development. Priorities are identified and built into School Improvement Plan.
  + The school has a commitment to staff development in the area of SEN, to ensure that all staff effectively meet the needs of pupils.
  + In-house or external training is arranged as priorities in the School Improvement Plan.

**Links to support services**

* + The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.
  + Links and partnerships are developed with Local Authority and Health services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

**Working in partnership with parents**

* + We welcome and encourage all parents to participate in their child’s educational progress from the outset, seeing them as equal partners.
  + We will endeavour to foster effective partnerships, valuing parents views and will draw attention to the availability of relevant information, support and advice ( eg Parenting courses).
  + Pupil targets are discussed termly with parents at parent consultation meetings. Parents of pupils with SEN receive more regular reviews.

**Complaints procedure**

* + The school has well established procedures for dealing with parental complaints. In the first instance, complaints should be raised with the Inclusion Manager, who will provide details of the procedure.

**Links with other schools**

* + We benefit from partnership links with other schools and institutions in our neighbouring area and cluster group.
  + We particularly endeavour to facilitate a smooth transition for any pupil with SEN joining or leaving the school.

**Links with other agencies and voluntary organisations**

* + We actively seek collaboration with other agencies and organisations to put the pupil and their parents at the centre of our work.

**Summary**

It is the School’s aim to remove barriers to learning for all children in its care. This policy will support the effective inclusion of children with SEN through raising achievement and enabling all children to achieve their full potential.

**Evaluating the policy**

The Inclusion Manager will evaluate and review the policy in light of changes to SEN guidance and requirements, and school improvement.

Date of policy February 2015

Drafted by Inclusion Manager