



MARTIN PRIMARY SCHOOL

SEN Policy and Inclusion for those with disabilities

Reviewed and ratified: Autumn 2018

Date of next review: Autumn 2019

Who is the named person responsible for overseeing the implementation of this policy?

Janine Waterman – Assistant Head/Inclusion Manager

What is the rationale for this policy?

At Martin Primary School we value the abilities and achievements of all our pupils. We are committed to providing the best possible learning environment so that all children can achieve their full potential.

This policy is in keeping with the school's aims, its teaching and learning policies and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning achievements, attitudes and well-being of all children matter – including those identified as having special educational needs.

What are our school's aims and objectives?

As a whole school we are committed:

- To ensure that all children, whether or not they have SEN, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs
- To ensure early identification, assessment and provision for any child who may have special needs
- To help every child realise his or her full potential and optimise their self esteem
- To enable all staff to play a part in identifying SEN pupils and to take responsibility for recognising and addressing their individual needs
- To encourage the whole school community to demonstrate a positive attitude towards SEN
- To encourage an effective parent/carer partnership in developing and implementing a joint learning approach at home and at school
- To follow the Code of SEN Practice (2014) which offers an opportunity to intergrate education, health and care needs for children with significant SEN

The Code of SEN Practice (2014) will also offer the potential for young adults to be supported with an Educational Health and Care Plan and therefore an intergrated assessment of educational, health and care needs will take place for those children with significant special educational needs. The SEN Code of Practice [2014] will cover children and young adults aged 0-25.

What is our definition of Special Educational Needs?

The Code of Practice 2014 states the following as a definition of Special Educational Needs:

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:

- a) have a significantly greater difficulty in learning than the majority of children 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 educational authority
- c) are under compulsory school age and fall within the definitions above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught

What is our definition of disability?

The Disability Discrimination Act 2005 [DDA] defines a disabled person as someone who has 'a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV , multiple sclerosis and cancer are deemed disabled before they experience the long term and substantial effect on their activity
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is 'clinically well-recognised' ,although the person must still demonstrate a long term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

What is our Disability Equality Mission Statement?

At Martin Primary School we are committed to ensuring equality of education and opportunity for disabled pupils ,staff and all those receiving services from the school.We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.The achievement of children with SEN or a disability will be monitored and we will use this information to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. In order to do this we will seek advice from the local authority and other specialist agencies.

The National Curriculum Inclusion Statement [July 2014] recognises "... that many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that disabled pupils can study every national curriculum subject."

All at Martin Primary School believe that diversity is a strength , which should be celebrated by all those who learn, teach and visit here.

What is our duty towards disabled people?

The Disability Discrimination Act 2005 places a general duty on schools to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people
- Eliminating discrimination that is unlawful under the DDA
- Eliminating harassment of disabled people that is related to their disability
- Promoting positive attitudes towards disabled people.
- Taking steps to meet disabled peoples needs

This is also known as the Disability Equality Duty[DED] and it applies to all disabled pupils, staff and those using services provided by the school.

How do we identify, assess and provide for children with SEN?

We recognise that children with special educational needs have the same entitlement to the broad and balanced curriculum envisaged for all the children at Martin Primary School and they will be fully integrated in our school. We recognise that careful differentiation of the curriculum in the form of teaching style, pace, location and expectation may be necessary to match teaching and learning to individual needs.

The National Curriculum Inclusion Statement [July 2014] states that :

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Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low level of prior attainment or come from disadvantaged backgrounds.

The ultimate aim of our SEN policy is to give full access to the curriculum, and we will employ a flexible approach to achieve this aim. To this end, all SEN provision is reviewed regularly and where possible, arranged to meet the needs of the children in the best way at any particular time.

The initial identification and assessment of children with special educational needs begins in the Nursery. Before they start Nursery all children are visited at home by the Nursery teacher and Nursery Nurse. This gives parents/carers the opportunity to raise and discuss any concerns they might have and to alert the school of any needs. Reports from other agencies and medical reports may also indicate areas of need. Children who do not attend our nursery but begin at Martin Primary School in reception also are visited at home by the class teacher and nursery nurse.

For children entering the school from other schools or countries, any previous records and information from parents is invaluable. Normally children are given time to settle and are carefully but informally observed and monitored by the class teacher and the Inclusion Manager during their first half term.

At Martin Primary School we recognise that a special need may arise at any time and for a variety of reasons, and therefore observation and recording play a crucial role in the identification of any such need. Concerns will be followed up by the class teacher and the Inclusion Manager and any needs identified will be met in the appropriate manner.

The SEN Code of Practice (2014) identifies four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and physical need.

We offer a variety of support for children with SEN and emotional barriers to learning which include:

- Phonics Reading Intervention
- Reading Recovery programme
- 15 Minutes a Day programme
- Better Reading Support Partners (BRSP) programme
- First Class at Number Mathematics intervention
- Full-time classroom assistants/nursery nurses in Reception, Year 1 and Year 2 classes
- Language groups (to support children with speech and language needs)
- Learning mentors
- Social skills group
- Nurture Group
- Teaching Assistant support part of the day in all classes.
- Booster groups for mathematics and literacy
- Pirate Writing [Edgehill University]
- Dragon Hunters [Edgehill University]
- Numicon Breaking Barriers [Maths intervention]

We also have access to a local Speech and Language Therapist, Occupational Therapist and Physiotherapist and Occupational Services who support targeted children.

Each term the Headteacher, Inclusion Manager and class teachers meet for an internal review of all the children with special educational needs.

What are the school's SEN Procedures?

In line with the Code of Practice 2014, the school complies with the following procedures:

When a class teacher or the Inclusion Manager identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This is called "Quality First Teaching". The triggers for this intervention will be concern, underpinned by evidence and assessments, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or numeracy skills
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of differentiated curriculum

In some cases, outside professionals from health and social services may already be involved with the child. Where these professionals have not already been working with the school staff, the Inclusion Manager may contact them if the parents agree. The Inclusion Manager will support the further assessment of the child, assisting in the planning of future support for them in discussion with colleagues, and monitoring action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents/carers will always be consulted and kept informed of the action taken to assist the child, and the outcome of this action.

How do we record the goals set for a child?

Strategies employed to enable the child to progress will be recorded by setting goals for each child on an Individual Learning Plan (ILP).

These Individual Learning Plans will include information about:

- Short term SMART outcomes set for the child
- The outcomes are SMART when they are SPECIFIC, MEASURABLE, ACHIEVABLE, RELEVANT and TIME-LIMITED
- The "quality first" teaching strategies to be used
- The targeted support to be put in place
- Expected impact of the support
- When the goal/s are to be reviewed
- An evaluation of achievement using a coded number system so progress can be measured.

The support given to any child will relate to a clear set of expected outcomes. Progress will be tracked and reviewed termly. These outcomes will be discussed with parents/carers regularly so that the responsibility of supporting the child is shared. These termly meetings will take place with the child's class teacher. In as far as is possible, the child or young person will be involved in setting their goals and pupil voice recorded on the ILP.

Targeted support will:

- be structured, systematic and sequential
- be based on accurate assessment of what the learner needs to do next
- be multi sensory
- be delivered by trained and skilled staff
- ensure that the child is given opportunities to apply new knowledge during lessons
- promote independence
- be monitored by the class teacher.

A request for support from external services is likely to follow a decision taken by the Inclusion Manager and colleagues, in consultation with parents/carers.

This will:

- Advise the teachers on new goals and accompanying strategies
- Provide more specialist assessments to inform planning and the measurement of a pupil's progress
- Give advice on the use of new or specialist strategies or materials
- Provide, in some cases, support for particular activities.

The triggers for advice from outside agencies will be that, despite receiving targeted support the child :

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of similar age
- Continues to have difficulty developing literacy and mathematics skills
- Has emotional, social and mental difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment, regular advice or visits by a specialist service
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services, these services will need to see the child's records in order to establish which strategies have already been employed and which goals have been set and achieved. The resulting Individual Learning Plan for the child will set out new strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ILP continues to be the responsibility of the class teacher, but the Inclusion Manager and teaching assistants will also have involvement.

How does the school make a request for an Education, Health and Care Plan?

Where the school makes a request for an EHC Plan to the LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress and well being over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

Who needs an Education, Health and Care Plan?

Education, Health and Care Plans (EHC Plan) will cover children and young people from 0-25.

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It is expected that a child will only be subject and EHC Plan if the local authority needs to determine special educational provision

All children with Statements of Special Educational Needs will have short-term targets set for them that have been established after consultation with parents/carers and will include targets identified in the statement of special educational need. These targets will be set out in an ILP and be implemented, at least in part as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ILP will continue to be the responsibility of the class teacher, with support for the Inclusion Manager and learning support assistant.

All statements will be reviewed at least annually with the parents, the LA, the school and professionals involved. The annual review will focus on the child's achievements as well as difficulties that need to be resolved.

What will be the nature of the intervention?

The Inclusion Manager and the child's class teacher will decide on the action needed to help the child to progress in the light of earlier assessment. This may include:

- Different learning materials or special support
- Some group or individual support
- Staff development and training to introduce more effective strategies
- Access to LA support services for advice on strategies or equipment

How will resources be allocated?

Funding for SEN is allocated to the school by the LA as a result of SEN audit. The special needs budget will also be used to access resources, support personnel and adapt the school environment.

What are our admission arrangements for pupils with SEN or Disability?

Pupils with special educational needs/disability will be admitted in line with the school's admission policy. A flexible approach will be taken if necessary to allow for the initial integration period to be tailored to address the particular needs of the child.

How do we work in partnership with parents/carers?

The aim is to develop a partnership where professionals and parents/carers work together in the best interests of the child. Martin Primary School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important.

Parents/carers are fully involved in the school-based response for their child, and we will ensure that they fully understand the purpose of any intervention and any subsequent programme of action. Parents/carers are always informed when a teacher has concerns about a child.

We formally report children's progress to parents/carers once a year through the annual written report. We also report the end of Key Stage 1 and 2 results in writing at the appropriate time. There are three parent/carer consultation evenings a year. In addition we operate an open door policy. Parents/carers are welcome to talk to teachers whenever they have a concern about a child (at a mutually convenient time). The Inclusion Manager is always available to see parents/carers at the beginning of every school day, or will arrange appointments for other times. In addition the Inclusion Manager holds a SENco Surgery termly.

What Support Services does the school utilise?

The school works in partnership with a number of external agencies. We have a termly planning meeting with an Educational Psychologist, and can call on the expertise of educational support services provided by the London Borough of Barnet. The school also has links with the Health Service e.g speech and language therapists, Social Services and the Educational Welfare Service.

How do we evaluate the success of the SEN and Disability Policy?

The school will seek to evaluate the success or otherwise of the SEN policy through the following:

1. Pupils with SEN show improvement in the basic skills and access the wider curriculum and make progress towards their targets because:

- Teachers identify and support pupils with SEN
- Staff work collaboratively to support pupils
- Parents/carers feel involved and know how they can support their children
- Inclusion Manager co-ordinates the monitoring and review of the provision made

2. Staff who:

- Value pupils of different ability and support inclusion
- Avoid the isolation of the children they are supporting
- Provide learning opportunities which are absorbing, rewarding and effectively differentiated and learning styles which are diverse
- Have high but realistic expectations of pupil progress
- Effectively identify and assess pupils with SEN
- Support pupils through effective lesson planning
- Communicate effectively with parents/carers
- Evaluate pupil progress and record outcomes
- Compile ILPs that are regularly reviewed and evaluated.
- Encourage a happy and supportive learning environment

3. Parents/carers who:

- Understand how they can assist in their child's learning
- Understand their child's individual targets and support these at home

4. Governors who:

- Understand their role with regard to SEN and Disability
- Appoint a named governor with responsibility for SEN/Disability who ensures that the school discharges its responsibility in respect of SEN/Disability throughout the school and acts as a link between the Governing body and the school by attending informal briefing sessions with the Assistant Head/Inclusion Manager.

When was this policy reviewed?

This policy was reviewed in October 2018 and will be reviewed again in October 2019.

Janine Waterman
September 2018