

Hoo St Werburgh Primary School and Marlborough Centre
Special Educational Needs and Inclusion Policy



Hoo St Werburgh Primary School and Marlborough Centre
SEN and Inclusion Policy Updated September 2013

Date of Policy:
Period Covered: September 2013

OFSTED in 2009, said of Special Needs ... "Pupils with learning difficulties and/or disabilities in the main school make progress in line with their peers. . . The curriculum is well adapted for pupils with learning difficulties and/or disabilities and flexibility in planning enables some pupils from the Marlborough Centre to attend lessons in the main school. . . Teaching assistants provide good support for pupils with learning difficulties and/or difficulties.'

OFSTED in 2011, said of Special Needs ... "Those who have special educational needs and/or disabilities, including pupils in the Marlborough Centre, are well supported in their personal development because staff understand their needs well and are skilled in overcoming their difficulties and anxieties.'

POLICY STATEMENT FOR INCLUSION & SPECIAL EDUCATIONAL NEEDS

Inclusion & SEN Leader: Mrs S Ribbon

Head of Marlborough Centre: Miss C Mckie

Staff who exclusively or predominately support our Inclusion and Special Needs Policy:

Mrs D Haskins – School & Community Officer (SCO)

Mrs Carol Weddell – Specialist Speech & Language TA

Mrs Kate Speirs – Speechlink

Mrs Leigh Hilton – BEAM & FIZZY Specialist

Mrs Wendy Etches –Admin support

Teachers and support staff based in Marlborough Centre

Additional support for Inclusion and Special Needs:

Teaching assistants in all classes from Foundation Stage to Year 6.

School Governor with Responsibility for SEN: Mr Chappell

Place to Be – Mrs C Langan

Learning Support Service – Mrs J Sweeting & Mr A Page

Behaviour Support Service: Mrs L Randall & Mrs J Cousins

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Specialist Support Service - vision: Mrs B Keogh

Specialist Support Service - hearing: Mrs J Elworthy

Speech & Language Therapist: Medway's NHS Therapy Service

Occupational Therapist: Medway's NHS Therapy Service

School Nurse: Medway's School Nurse Service

Educational Psychologist: Mrs A Lewis

Attendance Advisory Practitioner: Mrs A Tyrell

Children & Adolescent Support Team (CAST)

Child and Mental Health Service (CAHMS)

Social Services

Principles governing SEN and Inclusion are made with reference to current legislation and national policy. This SEN policy may need amending in line with any changes to statutory requirements within the period covered, in particular, any legislative changes which may arise following the Green Paper on SEN and Disability.

At Hoo we are committed to ensuring every child reaches their optimum potential including children with Special Educational Needs (SEN). We believe every child deserves to be safe and loved and to have a happy and healthy childhood free from harm. We perceive that a child has SEN if he/she has a *learning difficulty*, which calls for special educational provision to be made for him or her. A child has a Special Need if he/she:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- 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. (SEN Code of Practice 1:3)

Definition of Inclusion

To value all pupils equally and to celebrate the diversity within our school and local community, so that all children can flourish and achieve.

We aim to follow the principles of inclusive education as stated in SEN An Inclusive Policy and Strategy for Medway 2009-2014.

Our Commitment to Inclusion

Inclusion is about creating an environment that provides the opportunities for all to succeed. Medway have recognised Hoo's commitment to inclusive practice and awarded the Inclusive Schools Quality Mark in June 2012. We recognise that incorporating an inclusive practice is paramount to first quality teaching. To do this we will continue to improve existing skills and expertise to meet individual educational needs. We will make sure that all children are

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welcomed into the school community and have opportunities to raise their achievements.

We believe that such children have a right to have their needs assessed and that provision should match the nature of those needs. We aim for children with SEN to have the greatest possible access to a broad and balanced education including the National Curriculum. Our policy addresses issues raised in the 2001 Code of Practice on the Identification and Assessment of Special Educational Needs and the Disability Discrimination Act 2002. We support Medway LA's policy for SEN and Inclusion.

Parents have a vital role to play in supporting their child's educational needs, which we encourage through an excellent home/school liaison system where views of parents and children are sort and play a major role in decision making.

Our main objectives for Special Educational Needs are as follows:

- To identify pupils with SEN and to enter such children on the SEN register
- To provide equal opportunities for SEN children by providing access to a broad and balanced curriculum appropriate to individuals' special needs
- To systematically assess children's abilities and set learning targets for them to achieve in order that they may make optimum progress towards overcoming their difficulties
- To nurture home-school relations in providing for SEN and in developing children's skills
- To provide a clear framework for teachers and classroom assistants to implement of the Code of Practice through a staged approach
- To inform parents as soon as possible when a child is identified as showing a cause for concern and explain school partnership and procedure
- To use appropriate support services promptly following a specific concern
- To use a range of media to update staff knowledge and understanding of specific difficulties

Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole, with responsibilities lying as follows:

The **Governing Body** should, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The Governing Body may appoint a committee to take a particular interest in and closely monitor the school's work on behalf of children with SEN.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher will keep the Governing Body informed and will work closely with the Inclusion Leader (IL) & Head of Centre (HOC).

The **Class Teacher** has responsibility for identifying children with potential SEN and registering their names with the IL via an Initial Concern sheet. The SEN register review is carried out three times during the course of the academic year; it provides criteria (appendix A) to which all children will be considered against. It may also be appropriate to apply the criteria to any child currently not on the record but are causing some concern. The class teacher monitors all children's progress and consults the Inclusion leader when after increased differentiation the child is failing to make expected progress.

The **Inclusion Leader (IL)**, working closely with colleagues, has responsibility for the day-to-day operation of the school's SEN and Inclusion policy. She has responsibility for co-ordinating provision for pupils with statements and for pupils at School Action and School Action Plus of the Special Needs Code of Practice, within the mainstream school. **The Head of Centre (HOC) has responsibility for co-ordinating the provision for pupils with statements in the Marlborough Centre.**

- The IL & HOC monitors the progress of all SEN children at School Action, School Action Plus and children with Statements ensuring appropriate measures are taken to close the gaps.
- The IL & HOC chairs In School Review meetings three times a year with appropriate support agencies and staff.
- The IL & HOC hold regular meetings as appropriate with parents, pupils, staff and other support agencies.
- The IL & HOC will support and monitor inclusive practice by completing in class observations, monitoring planning and work samples and data.

- The IL & HOC have responsibility for any staffing, resources and timetabling implications.
- The IL & HOC have responsibility for keeping SEN records updated, support services fully informed of children's progress and continue to develop strong links with Medway's LA SEN department.

SEN Code of Practice Procedures (This may need amending in line with changes to statutory requirements which may arise following the Green Paper on SEN and Disability.)

The SEN Code of Practice (2001) presents a staged model for planning and reviewing SEN provision. All pupils identified as having SEN will be placed at one of these three stages. It is usual procedure for children to begin at School Action and move to further stages if necessary. It is here that parents are alerted that there is a cause for concern.

School Action (SA): The IL takes lead responsibility for gathering information and co-ordinating the child's SEN provision, working in close conjunction with the class teacher to draw up an Individual Education Plan (IEP). The school aims to provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum offer and strategies. The class teacher remains responsible for children's learning supported by the IL, advice from external agencies maybe sought. Parents' views are valued, targets are set and a review date agreed. Following the review, the child either:

- is removed from the SEN register
- or continues at School Action with a revised plan
- or moves to School Action Plus

School Action Plus (SA+): Teachers and the IL are supported by specialists from outside the school. Thus ensuring alternative interventions, additional or different strategies to those provided for the pupil through School Action can be put in place. These external agencies may be involved in assessment that informs IEPs. Parents' views are valued, targets are set and a review date agreed. Following the review, the child either:

- continues at School Action Plus
- or returns to School Action
- or is considered for Statutory Assessment

Statutory Assessment: Before the child is considered for Statutory Assessment, an 'In School Review' (ISR) takes place whereby all agencies involved with the child discuss the benefits and appropriateness of a statement to meet the pupil's needs and a decision is made as to whether a request for Statutory Assessment is required.

Medway LA will consider the school's application for a statutory assessment leading to a possibility of a Statement of SEN. If Medway consider statutory assessment an appropriate route, then an assessment is carried out by key professional agencies to inform the outcome of the assessment. Once all the advice requested has been received Medway must decide whether to draw up a statement. Medway may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's SEN is such as to require that Medway determine the child's SEN provision through a statement. Parents have the right to choose a different education provider. Parents get fully informed throughout the statementing process.

Support with a Statement of Special Educational Need:

All of the pupils at the Marlborough Centre have a Statement of Special Educational Need. The Head of Centre is responsible for overseeing the implementation of the provisions of the statement and for carrying out an Annual Review. If a pupil in the main school is awarded a statement, the IL & HOC together are responsible for overseeing the implementation of the provisions of the statement and for carrying out an Annual Review.

The Management of Special Educational Needs

Children with identified SEN are entered on the SEN register. To assist with the provision for children recognised as having SEN, our school has a designated Inclusion Leader (IL), Mrs Ribbon from September 2012. The IL is responsible for the day to day operation of the SEN policy, which includes the following:

- Liaising with and advising teachers & support staff
- Co-ordinating provision for children with SEN
- Maintaining the school's SEN register and overseeing all SEN pupils' records
- Liaising with parents of SEN children as appropriate
- Contributing to the in-service training of staff
- Liaising with external agencies concerning SEN matters
- Withdrawing some children for small group teaching

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- Working in close conjunction with SEN support team
- Working with class teachers and support staff to monitor the progress of all SEN children, particularly those at School Action and School Action Plus of the Code of Practice
- To be informed about up to date Government and Medway LA initiatives
- To work with and support children who teachers feel to be a cause for concern but do not reach the criteria on the SEN Code of Practice

Allocation of Resources

- At Hoo we are committed to supporting pupils with SEN.
 - All members of the SEN team are involved in the selection and purchasing of materials and resources for the SEN department.

At Hoo, we monitor and provide additional support to fulfil statement requirements. This includes:

- Planning and resourcing
- Supporting and monitoring children's progress
- Attendance at review meetings of all appropriate staff, agencies & parents
- Liaison with outside agencies and parents.

The Main School and Marlborough Centre:

The school benefits from having within it Medway's primary specialist provision for pupils with Autistic Spectrum Disorder with a statement, known as the Marlborough Centre. These pupils are taught mainly within the Centre, but some pupils have some lessons in the main school classrooms. Teaching staff across the school meet in Year Group teams, so main school staff have the benefit of centre staff expertise. This helps us to develop inclusive practice, not only for our main school pupils with ASD, but also for pupils with a wider range of special educational needs. Centre children may have other special educational needs as well as autism, and they have the same access to the provisions that we buy in, e.g. Learning Support Service and Place2Be as their main school counterparts.

Admission Arrangements

Our admissions policy for Hoo neither excludes nor gives preference to children with SEN. When a child enters our school, we refer to documentation from the child's previous school or from other agencies in order that we may provide adequately for him/her if already identified as having SEN. Class teachers and the IL assess all new children if considered appropriate. There is a separate admissions criteria for the Marlborough Centre, which is available upon request.

Access for Disabled Pupils and Adults

The School was built in the 1950's and was not designed with disabled pupils and adults in mind. The building is on split levels and was served by a number of steps. As a school we have put in place a number of measures to increase or assist access to the school site;

- Ramps to the external entrance points so that wheelchair users can access all parts of the building.
- Lifts have been installed in both buildings to aid access between the split levels
- Disabled toilet facilities installed
- Low level hatch for access to reception
- Changes in depth (eg steps) highlighted in yellow for partially sighted
- Designated disabled parking slot
- Entrance doors redesigned and widened
- A meeting room provided with access for a wheelchair
- Pupil & Staff toilet facilities updated
- Paperwork is available in larger font/different coloured paper if requested
- Interpreters provided for hearing impaired families/EAL families as appropriate
- Induction loops

Identification of Special Educational Needs (SEN)

Identification is key to minimising the impact of a learning difficulty. Some children have SEN which became evident in the early years. Some children will already be supported at Early Years Action/Action Plus within their pre-school provision. With parental permission, our Foundation Stage teachers liaise with the nurseries and pre-school settings and with any agencies involved to enable continued appropriate support over transition.

Previously unidentified concerns on entry to school are monitored and discussed with the IL. At this stage, there are many possible factors that can lead to a mis-identification of SEN. However, as soon as we can be reasonably sure that we have evidence of SEN, in consultation with parents, we support the child at school action. For children of all ages, this is reviewed three times a year and sometimes children are removed from our 'special needs register' if they have made progress, such that they no longer have a 'learning difficulty' as defined earlier. In this case parents are informed.

Partnership with parents

Parents are valued for their knowledge, experience and support. We believe that good home-school links are particularly important in the case of SEN children. Hence, parents and guardians are invited to termly parents' evenings

and additional review meetings in order that they may be kept fully informed about their children's progress. Parents are encouraged to support children through homework tasks. We aim to provide a warm, welcoming environment to all parents. We respect parental wishes to discuss their child's progress with any member of staff and support them in doing so. Class teachers and the IL/HOC are available each parents' evening and should the need arise, on most days after school.

The views of the child

Children with SEN, like all other children, are expected to share the responsibility for their learning, as far as is appropriate to their age, ability and maturity levels. All adults working with the child have a responsibility to listen to and to take account of the views of the child. Children of all ages are taught to evaluate their work and to monitor their own behaviour. As they mature, children with SEN will be encouraged to participate more formally in review and transition processes.

Links with other Schools & Universities

The school offices ensure that new pupil records are requested from previous schools and our records are passed onto new schools when pupils leave us. A consortium exists to provide links between local mainstream schools. The IL meets with colleagues from other mainstream schools to share information, ideas and good practice at regular network meetings.

Hoo is developing links with Rochester Grammar School for Girls, Exeter University, Edge Hill University and Durham University. The Leadership team have visited Rochester grammar and members of their staff are providing inset for all staff at Hoo. The HOC oversees the admissions to another ASD provision in Medway for higher functioning pupils and works with Medway on referrals.

Embedding SEN strategies in the Inclusive Classroom

We believe that many of the strategies that are 'Autism friendly' or 'Dyslexia friendly' or which suit children with ADHD actually benefit a much wider range of children. We aim to use such strategies inclusively as whole school approaches to learning. We aim to incorporate a variety of teaching styles to include children with a range of learning styles (Visual, Auditory, and Kinaesthetic). Our creative curriculum is designed to be accessible to all children including those with additional needs. Differentiation is also vital in the planning and delivery of all curriculum areas.

Provision for pupils with SEN

- Provision of teaching assistants who can support groups of children in their differentiated learning in the classroom
- Provision of specialist teaching assistants to carry out small group and individual programmes in Speech and Language, Phonics (KS2) and Motor Coordination.
- The school purchases support from the Learning Support Service. We currently have two members from their team working in the school.

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Both of the services mentioned above work with teachers, individual pupils and groups of pupils and are able to advise on appropriate strategies for support.

- The school purchases support from Place2Be providing counselling and play therapy for children with behavioural, emotional or social difficulties. They also offer a support service to parents.
- The Communication Team advise us on support for children with speech and language difficulties.
- The Marlborough Centre accesses professional support from the Community Paediatricians, Occupational Therapy and has support from a speech and language therapist who works with the children on a regular basis.
- Specific resources are purchased to support pupils with SEN. The Marlborough Centre has specialist equipment to support its pupils, including a sensory room and a specially designed outdoor play area.

Individual Educational Plans (Appendix 2)

Children's IEPs are devised to address specific areas of difficulty. In line with Medway's requirement we aim for children at School Action, School Action Plus & Statements to be reviewed three times a year.

The **SMART** acronym is used in the selection of targets:

Specific
Measurable
Achievable
Realistic
Time scaled

Assessment, Record Keeping, Monitoring and Reporting

The IL keeps a range of assessment materials, which may help in the identification of children's specific difficulties and in monitoring progress. The Educational Psychological Service (EPS) and other outside agencies assist in the assessment of certain School Action and School Action Plus pupils. We recognise the need for confidentiality with all SEN records. Implementation of this SEN policy will be monitored in school through the usual methods including an annual audit and action plan led by the IL. Governors will challenge progress through governor visits, data monitoring and evaluations as well as evidence provided by a range of staff, parents and pupils.

Success Criteria

Our measures of success for this SEN policy include the following points:

- The on-going identification of pupils with SEN
- Needs related provision for such pupils
- The movement of pupils to higher and lower stages of the Code of Practice
- The movement of pupils to a higher and lower stage through review of the SEN register
- The removal of pupils from the register as they have made better than average progress

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- Providing for the needs of children with statements
- Productive liaison with support services
- Regular review of monitoring by SEN team of children on School Action and School Action Plus
- To maintain our strong links with parents of children with special needs
- To support class teachers in raising standards of achievement through advice and provision of suitable materials

Working with other agencies

We work closely with outside agencies, particularly for those children at school action plus and those with statements. Some of the agencies working regularly with us have been mentioned above. There are a wide range of other agencies that we can liaise with according to the needs of the pupil. Some of these are listed below;

The Inclusions Team

The SEN Case Worker

Social Services

The Minority Ethnic Achievement Service

The Children's Disability Team at Parklands

The Pre-school Individual Children's Support Service

The Early Years Advisory Team

The Community Paediatricians

CAST/CAMHS

The Children's Therapy Team (including Occupational Therapy)

Voluntary organisations (such as the Kent Autistic Trust)

We regard our relationship with other agencies as vital in helping us to identify and support children with special educational needs.

In School Review (ISR)

The Main School and the Centre each hold an In School Review three times a year, to which the outside agencies supporting the school are invited. Children are identified for inclusion on the ISR agenda by the Class Teachers and the IL or HOC. The views of parents are sought and are shared at the meeting. An action plan is drawn up. Parents are given a letter giving details of this. The IL is responsible for the implementations of the actions from the Main School ISR and the HOC is responsible for implementation of the actions from the Centre ISR.

SEN Training for Staff

In school we have children with a wide diversity of needs and our class teachers have responsibility for teaching them in a way that will enable them all to achieve. We recognise the importance of staff training in meeting this challenge. An audit of staff training needs is carried out periodically. We currently have in place a training programme in SEN taking place over a two year period, both for teaching staff and teaching assistants.

The Pastoral Team

Regular pastoral team meetings take place. These are normally attended by:

- The Deputy Head/Head of Centre

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- The Inclusion Leader
- The School and Community Officer
- The Place2Be Manager
- HLTA with Pastoral responsibility

The Head Teacher and the Deputy Head, Miss Katy Sparkes are also members of the pastoral team. Any matters of a pastoral concern are passed on to this team. As well as discussing general pastoral issues, support needed for specific pupils is also addressed.

Complaints Procedure.

Complaints regarding the provision made for a pupil with SEN, need to be made according to the schools complaints procedure. This is available on our website and a copy is available from the office. In the first instance, we strongly encourage dialogue with the IL and or the Headteacher.