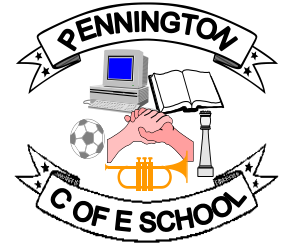


Pennington Church of England Primary School Policy for Inclusion, Special Educational Needs and Disability



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We at Pennington Church of England Primary School are committed to making our best endeavours to meet the special educational needs of pupils and ensuring that they achieve the best possible educational and other outcomes.

Every teacher is a teacher of every child, including those with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013
SEND Code of Practice 0 – 25 (September 2014)
Schools SEN Information Report Regulations (2014)

This policy has been created by the school's SENCO, Mrs Beth Varley, and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs'

OfSTED

As an inclusive community, Pennington C of E Primary School ensures that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with special educational or medical needs, those from ethnic cultures, asylum seekers, travellers, the vulnerable, children in public care and those with social and emotional difficulties.

We are committed to high achievement for all, supporting pupils and families in making the very best of the opportunities available to them.

As an inclusive community we are committed to developing inclusive cultures, policies and practices. These are maintained and developed by the SENCO in collaboration with the Senior Leadership Team. We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs. The ways we have created this are:

- Establishing systems and structures within the school to enable us to manage the needs of all pupils.
- Our SENCO (Mrs Varley) ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- We have a SEN/inclusion register to include all children who are receiving additional support. The register is up-dated half-termly and enables all the children to be tracked and support adjusted if necessary. Our school's tracking system (Scholarpack) allows us to compile essential data such as the levels of attainment of various groups, attainment/support and enables us to monitor how successful our inclusive education is. The SENCO and SLT keep abreast of developments nationally to support their work.
- All plans, including: IEPs are up-dated by class teachers with support from the SENCO on a termly basis. PEPs are monitored and updated by the Headteacher or SENCO in accordance to individual timescales. The targets are monitored so that the plans are effective in meeting children's needs. This data is transferred to the inclusion register and the children's progress is tracked.
- The SENCO and Headteacher meet regularly to review the inclusion register and copies are available for all staff.
- The SENCO meets regularly with external agencies to review individual cases and ensure provision is effective.
- All staff involved with particular cases are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the designated person responsible for child protection; Mrs Claire Thomson, Headteacher and in her absence; Mrs Helen Storey, Deputy Head or Betsy Hockaday who are both trained to Level 3 Child Protection. We work closely with Social Care to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs.

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for Special Educational provision to be provided for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty or disability in learning than the majority of others of their age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the above definitions or would do so if special educational provision was not made for them.

Children must not be regarded as having difficulties solely because the language or form of language of their home is different from the language in which they will be taught.

Information can also available on the Cumbria Local Offer website.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and /or disabilities and their families. It describes the services and provision that are available both to those families in Cumbria who have an Education Health Care plan and those who do not but still experience some form of educational need. The SEND local offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

AIMS and OBJECTIVES

At Pennington Church of England School we value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education. Together we take pride in making a positive contribution to our school and the wider community. Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of all children
- Create an environment in which all individuals are valued, have respect for one another, grow in self-esteem and can contribute to their own learning. Pupil participation is encouraged through school by wider opportunities such as School Council, residential visits, Forest Schools, drama productions, sports teams, the buddy system and playground leaders.
- Give equal access to all aspects of school life through academic, social, practical and outdoor learning experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. Provide them with regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include the Specialist Advisory Teaching Service, Educational Psychology Service, Speech and Language Therapy, child and Adolescent Mental Health Service (CAMHS) and the School Nurse.

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical impairment.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

- Having a disability
- Attendance and punctuality
- Health and welfare
- Using English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

A Graduated Approach to SEN Support

Pennington Church of England School is committed to early identification in order to meet the needs of children with SEN.

Quality First Teaching

- Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators will be monitored.
- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's progress.
- The SENCo will be consulted for support and advice as needed and may wish to observe pupils in class.
- Parents will be informed fully of every stage of their child's development. They are encouraged to share information and knowledge with the school.
- Any concerns will be discussed with the parents informally and/or at Parents' Evenings.

SEN SUPPORT

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows.

ASSESS

The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered to discover what is important to the pupil and how best we can support them.

PLAN

Pupils and parents will be involved in the planning process as much as possible. This means that the pupil and their parents/ carers are supported in the planning process to arrive at goals and plans that make them key players in the learning process. This will be used to ascertain aspirations and outcomes for the child in the short and longer term. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used. A review date will also be set.

DO

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions.

REVIEW

The progress of the pupil will be reviewed regularly. This review will form the basis of further assessment and planning. It will also take into account the views of the pupil and where appropriate, their parents. The class teacher and the SENCO will revise the support and outcomes based on the pupil's progress and make any necessary amendments. Meetings

with pupils and parents happen at least termly. If it is decided that additional support is needed the school will use the SEND Early Help Assessment Form to access specialist help and advice

The school's SEN Information Report can be found on the school website www.penningtonceschool.org.uk.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes.

Statutory Assessment of SEN

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise, and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

The application for an Educational Health Care Plan will combine information from a variety of sources including:

- Parents
- Child
- Teachers
- Support staff
- SENCO
- Assessments
- Health Professionals
- Specialist Services and outside agencies

Information will be gathered relating to the current provision provided, action that has been taken and the outcomes.

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher

A decision will be made by a panel of people from education, health and social care about whether or not the child is eligible for an EHC plan. An EHC plan will be provided by Cumbria Children's Services and the school and the child's parents will be involved in developing the plan. Parents have a right to appeal against the content of the plan. Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal

record and reviewed at least annually. The annual review enables provision for the pupil to be evaluated.

Further information can be found, on the LA website www.cumbria.gov.uk, by speaking to an Education, Health and Care Plan Coordinator on 01539713538, or by contacting Parent Partnership on 07769935446.

Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for existing Special Educational Provision

A child may no longer require SEP, where they

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers

This would be determined at the review stage.

Supporting pupils and families

This policy forms part of the school's SEN Information Report.

The school is committed to working closely with parents and a number of initiatives to develop closer working relationships have been developed in the last year. Parents meet regularly with school staff and concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IASS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for

personalised plans. Some home activities may be provided. Parents and pupils are invited to target setting meetings and to review progress. Parents of children with Statements/ EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child, and the pupil themselves. The Governors' Annual Report informs all parents of changes to the SEN Policy and of the outcomes of targets set in the Policy and new targets set for the coming year.

Medical issues are first discussed with the parents/carer. If support is required the school nurse will be contacted. The child may then be referred for assessment through his/her GP.

If a teacher is concerned about the welfare of a child they should consult the Head Teacher as Child Protection Co-ordinator.

Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Child Protection Co-ordinators are Mrs Claire Thomson, Mrs Betsy Hockaday and Mrs Helen Storey.

Admissions

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education Health Care Plans and those without.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher will meet with the SENCO of the receiving school to discuss SEN records and the needs of the individual pupils.

Facilities for pupils' with SEN and/or Medical Needs

The school complies with all relevant accessibility requirements.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. Progress on the annual targets will be reported in the Annual Governors Report to Parents.

Training and resources

Governors will ensure that there is a suitably qualified SENCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress.

Training for teachers and teacher assistants is provided both within school and through other professional development activities.

The school uses funding to provide external professional advice and support for individual pupils in line with their statements and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher or the SENCO.

The SENCO will keep abreast of current research and thinking on SEN matters.

The SENCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may be invited to take part in INSET.

SEN training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Roles and Responsibilities

The Governing Body

The SEN Governor, will support the Governors to fulfil their statutory obligations by ensuring:

- the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
- the SEN policy is reviewed annually,
- the governors' annual report details the effectiveness of the SEN policy in the last year, any significant changes to the SEN policy, why they have been made and how they will affect SEN provision,
- the school prospectus explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Head Teacher

The Head Teacher is the school's 'responsible person' and manages the school's special educational needs work. The Head Teacher will keep the Governing Body informed about the special educational needs provision made by the school. The Head Teacher will work closely with the SENCO, the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Head Teacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

The Special Educational Needs Co-ordinator (SENCO)

Mrs Beth Varley

The SENCO is responsible for:

- co-ordinating SEN provision for children.
- liaising with and advising teachers
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- consultation with the class teacher to ensure that pupil plans are written and that reviews take place.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEN. They work together with the SENCO to formulate and review IPPs and to maintain a class SEN file that is kept in the classroom for reference by staff including supply staff and students as appropriate.

Storing and Managing Information

The confidential nature of SEND information is fully recognised at Pennington Church of England Primary School. Hard copies are stored in a locked filing cabinet, whilst electronic files are stored with the SENCO on a password protected laptop.

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the Head Teacher
- discuss the problem with the SENCO
- more serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chairman of the Governors

Parents are informed about Information Advice and Support Services (formerly Parent Partnership)



Signed (Head Teacher) _____

Signed (SENCO) _____

Signed (SEND Governor) _____

Date _____

