

SPECIAL EDUCATIONAL NEEDS & INCLUSION POLICY

The policy is intended for use by parents, governors, staff and outside agencies. It aims to develop Holywell School into becoming an “educationally inclusive school one in which the teaching and learning, achievements, attitudes and well being of every young person matters ...”. We aim to be “inclusive in our policies, outlook and practices”. (OFSTED) Secondary and Primary Schools Handbook for Inspecting (P14).

Review Date September 2009

Reviewed September 2008 - presented to staff and Governors November 2008.

Reviewed September 2009 - presented to staff and Governors October 2009

INCLUSION

Providing Effective Learning Opportunities for all Pupils:

It is our responsibility to provide a broad and balanced curriculum for *all* pupils. The National Curriculum is the starting point for planning the school curriculum that meets the needs of individuals and groups of pupils. This Inclusion Statement outlines, briefly, how we can modify, as necessary, the NC Programmes of Study to provide all pupils with relevant and appropriately challenging work at each key stage. There are three principles that are essential to developing an inclusive curriculum:

1. Setting suitable learning challenges
2. Responding appropriately to pupils' diverse learning needs.
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In planning and teaching, staff should consider the three principles above as far as possible in order to ensure equality of opportunity through provision.

Setting Suitable Learning Challenges:

We should aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The NC PoS set out what most pupils should be taught at each key stage but we should teach the knowledge, skills and understanding (k, s & u) in ways that suit all pupils' abilities. This may mean choosing k, s & u from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related PoS. A similarly flexible approach will be needed to take account of any gaps in pupils learning resulting from missed or interrupted schooling (long term medical conditions etc.).

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation will, of course, be necessary. In these circumstances, staff may need to use the content of the PoS as a resource or to provide a context, in planning learning appropriate to the age and requirements of the pupils. The QCA guidance of planning work for pupils with learning difficulties may be a helpful document to have at hand when planning work.

For pupils whose attainments significantly exceed the expected level of attainment within one or more subjects during any key stage, staff will need to plan accordingly. As well as drawing on materials from later key stage, staff could plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work, which draws on the content of different subject. The QCA guidance on meeting the requirements of gifted and talented pupils may be helpful. A 'gifted' pupil is an all-round excellent one, a 'talented' pupil is one who may have an outstanding talent in one (or more) particular area.

Responding to Pupils' Diverse Learning Needs

When planning, staff should always set high expectations and provide opportunities for all pupils to achieve to their best. Planning should consider the needs of all groups of pupils - b/g: SEN pupils with disabilities, pupils from all social and cultural backgrounds, ethnic groups and any with diverse linguistic backgrounds. Effective approaches to teaching and learning ensure that all pupils can take part in lessons as fully as possible.

Equal opportunities covering race, gender and disability should be considered.

Staff should take specific action to respond to pupils' diverse needs by:

- a) Creating effective learning environments
- b) Securing motivation and concentration
- c) Providing equality of opportunity through teaching approaches
- d) Using appropriate assessment approaches
- e) Setting targets for learning

Pupils should feel secure and be able to contribute to the lesson appropriately knowing that their contribution will be valued. No stereotyping should exist. Any bullying or harassment must be challenged. Learning needs must be properly addressed by using organisational approaches as required e.g. setting or grouping or individual work. Pupils with medical needs should be offered the fullest participation in all subjects with appropriate support. Assessment should allow for different learning styles and targets set for pupils should build on their knowledge, experiences, interests and strengths in order to improve areas of weakness and demonstrate improvement over time. Pupil targets should be challenging and should help to develop self-esteem and confidence.

Overcoming Potential Barriers to Learning and Assessment for Individuals and Groups of Pupils

A minority of pupils will have particular learning and assessment requirements that go beyond the provisions explained above. If they are not addressed they could create barriers to learning. These requirements are likely to arise as a result of a pupil having a special educational need or disability. Account must be taken of any such pupils.

SEN - differentiation must be evident in planning and delivery of the curriculum. The SEN Code of Practice gives advice on particular strategies that can be used. All staff should take specific action to provide access to learning for pupils with SEN by considering:

- Helping with communication, language and literacy
- Developing pupils' understanding through the use of all senses
- Planning for full participation in learning and in physical experiences
- Managing behaviour and emotions

Gifted and Talented Children

The term 'gifted' refers to a child who has a broad range of achievement at a very high level. Those children who are gifted often have very well-developed learning skills. The term 'talented' refers to a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning. In our school, however, we use the terms 'very able' and 'more able' for children who, at a national level, are referred to as 'gifted' and 'talented'.

About 10 per cent of our children are 'more able', with a strength in one area or a range of areas. The top 2 per cent of our children are 'very able', i.e. outstanding in one area or a range of areas.

We use a range of strategies to identify more able and very able children. The identification process is ongoing and begins when the child joins our school. Each child's pre-school record gives details of their achievements and interests in particular areas. (Discussions with parents and carers enable us to add further details to these records, along with recent publications on identification and school systems currently being trialled.) *Note from teachers - updated to include next identification proformas 1.07.09.*

MANAGEMENT STRATEGIES FOR GIFTED AND ABLE CHILDREN

Two teachers co-ordinate the provision and practice within the school. The co-ordinators role includes:

- Ensuring that the registers are up to date.
- Monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken by more able and very able children across the curriculum areas.
- Regularly reviewing the teaching arrangements for more able and very able children.
- Monitoring the progress of more able and very able children through termly discussions with teachers.
- Supporting staff in the identification of more able and very able children.
- Providing advice and support to staff on teacher and learning strategies for more able and very able children.
- Liaising with parents, governors and LA officers on issues related to more able and very able children.

The co-ordinator for our policy on more able and very able children monitors this policy on a regular basis and gives feedback to the governing body. The monitoring includes feedback from parents and children as well as regular classroom observations of teaching and learning, and termly evaluations of children's written work.

SUPPORTING LOOKED AFTER CHILDREN

Under section 52 of the Children Act 2004, local authorities have a duty to promote the educational achievement of the children in their care. In order for them to implement this duty successfully they will need the active co-operation of schools.

School governing bodies have a major responsibility for helping children to succeed: they can champion their needs, raise awareness and challenge negative stereotypes.

The governing body will ensure that:

- The school has an overview of the educational needs and progress of looked after children.
- School policies are reviewed from the point of view of looked after children.
- Resources are allocated to match priorities for looked after children.

Definition of “Looked After” children:

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They fall into 4 main groups:

- i. Children who are accommodated under a voluntary agreement with their parents (section 20)
- ii. Children who are the subject of a care order (section 31) or interim care order (section 38).
- iii. Children who are the subject of emergency orders for their protection (section 44 and 46).
- iv. Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21).

Staff need to be flexible in their approach whilst fully including those pupils who have some form of SEN. Every pupil should feel part of the lesson even if some of his/her work may be undertaken individually if appropriate.

The Code of Practice emphasises very strongly both:

- Partnership with parents
- Increased pupil participation based on provision and communication at all levels.

It is fair to say that if you have a Statemented pupil in your class then you will be expected to communicate with parents/carer regularly. This may be daily or weekly depending on the need of the pupil. It is the responsibility of the Teacher to know and understanding the needs of the pupil and to be able to make appropriate provision using the skills of the Inclusion Assistant and any other agencies involved.

The emphasis is on INCLUSION at all times as far as possible.

FM : October 2009

NB : Additional item added - Looked After Children and Gifted and Talented.

4. THE LAW AND SPECIAL EDUCATIONAL NEEDS

GOVERNORS OBJECTIVES

The Governing Body must:

1. Do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
2. Ensure that where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
3. Ensure that all adults in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
4. Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
5. Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
6. Report to parents on the implementation of the school's policy for pupils with special educational needs.

See Section 317, Education Act 1996

7. Have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs.

See Section 313, Education Act 1996

8. Ensure that parents / carers are notified of a decision by the school that SEN provision is being made for their child.

See Section 317A, Education Act 1996

THIS SEN POLICY WILL CONTRIBUTE TO MEETING THESE OBJECTIVES

Arrangements for the treatment of complaints from parents regarding the provision for the children with SEN will follow normal school procedures.

ARRANGEMENTS FOR CO-ORDINATING THE PROVISION OF EDUCATION FOR PUPILS AT HOLYWELL SCHOOL

Role and Responsibilities

1. **The governing body** will, 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.
2. **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.
3. **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 head teacher will keep the governing body fully informed and also work closely with the school's SEN co-ordinator or team.
4. **All teaching and non teaching staff** will be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.
5. **The SENCO and Assistant SENCO**, working closely with the head teacher, senior management and fellow teachers will be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through *School Action* and *School Action Plus*.

(Special Educational Needs Code of Practice Nov 2001, Principles and Policies P15)

SENCO - Mrs S Jones

Assistant SENCO - Miss E Troth

Headteacher - Mrs F Millett

SEN Governor - Mrs K Thompson

A POLICY STATEMENT

Governors and staff at Holywell Primary and Nursery School believe that every child within the school matters. Everyone should be offered good quality teaching and learning experiences and opportunities to achieve.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning or emotional and behavioural difficulty which calls for special educational provision to be made for them. This emotional and / or behavioural difficulty could be a recognised temporary barrier to learning.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning or managing their behaviour compared to the majority of children of the same age;
- 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 school within the LA;
- c) Are under school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

(Section 312, Education Act 1996)

DEFINITION OF DISABILITY

A person has a disability for the purpose of this Act if he has a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

(Section 1 (1), Disability Discrimination Act 1995)

AIMS

1. A child with special educational needs will have their needs met within the best endeavours of the school (through culture, practice, management and deployment of resources)
2. The special educational needs of children will normally be met in mainstream schools.
3. The views of the child will be sought and taken into account.
4. Parents / carers have a vital role to play in supporting their child's education and will be encouraged to do so through partnership.
5. Children with special educational needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

6. Holywell will work together closely with the LA and settings to ensure that any child's special educational needs are identified early.
7. Interventions for the child will be reviewed regularly, at least termly, to assess their impact, the child's progress and the views of the child, their teachers and their parents.
8. We aim for close co-operation between agencies and a multi-disciplinary approach to the resolution of issues.
9. To ensure that wherever possible all children are taught in their own class group for the majority of time. Withdrawal will be kept to a minimum.
10. To provide appropriate staff training as necessary
11. To put in place class/individual/group education plans to enable children to make progress.
12. To devise effective lines of communication between all those involved; staff, parents, governor and others.

DESCRIPTION OF THE COMMUNITY

The community situated on the northern boundary of the County of Worcestershire where it meets the southern edge of Birmingham. It is situated on the lower slopes of the Waseley Hills.

The local community is made up of predominantly private housing.

It is a stable community many parents previously having been pupils themselves.

English is the first language of virtually all the children.

We draw children from across the county boundary from Birmingham.

Socially and economically the areas would appear to reflect the general trend nationally of an increase in the number of children coming from single parent families.

The number of children on free school meals is low - 25.

DESCRIPTION OF THE SCHOOL

Holywell Primary and Nursery School is a two-form entry mainstream primary school, with an age range of 3-11 years.

It is built on the lower slopes of the Waseley Hills. It has 12 spacious classrooms in KS1 and KS2, a large open plan reception classroom and a specially built nursery in the Foundation Stage.

The teaching accommodation is either newly built or extensively refurbished (2001). The library provides a quiet area to work with small groups.

The large hall is used for dining, assembly, PE lessons and music lesson. The school benefits from an IT suite and technology room. All of the classrooms are accessible for children with physical difficulties. There is also a bathroom management area and additional stair rails and 2 lifts. The school is situated on a split level site.

A new SEN room is planned for 2009 - 2010. This will provide additional space for groups, meetings, assessment by outside services and resources.

Outdoor facilities include two large sloping playgrounds; paved areas with seating, playground markings, adventure trail and an extensive grassed area.

It shares the same site as the High School. There is a close liaison.

Admission arrangements - see separate policy.

Visits are encouraged before a child enters Holywell - by the parent and the child, on Open Days and by separate arrangement through the office.

The school is constantly updating provision for children with special needs.

The school has close links with Chadsgrove - a specialist school for children with physical difficulties - a link teacher provides advice.

ACCESS TO THE CURRICULUM

Each individual subject policy identifies ways in which children of varying abilities are provided with suitable learning experiences. Children with physical or sensory difficulties often benefit from advice / specialist equipment from outside support agencies. Similarly children with emotional and behaviour difficulties have benefited from additional support staff to enable them to remain focussed on task.

There is effective TA support in all classrooms and IA support where appropriate.

IDENTIFICATION AND ASSESSMENT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS.

Holywell School follows guidelines in the Code of Practice on the Identification and Assessment of children with special educational needs.

IDENTIFICATION AND ASSESSMENT IN THE NURSERY

EARLY YEARS ACTION

Intervention could be triggered by the nursery teacher, the SENCO or the parents concern that despite receiving appropriate early education experiences the child:

- Makes little or no progress even when teaching approaches are targeted to improve the child's identified areas of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent emotional and / or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually, employed in the setting.
- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication difficulties and requires specific individual interventions in order to access learning.

The SENCO and colleagues collect all known information about the child and seek additional information from the parents. Also outside professionals from health, social services and the educational psychology service. *Multi agency input is often very significant for young children.*

The nursery teacher will complete an observation sheet, the information from this will then be used to devise an IEP. (Individual Education Plan). See appendix.

The IEP will only record that which is additional to or different from the differentiated curriculum plans that is in place as part of normal provision. The IEP should be crisply written and focus on three or four key targets. IEPs should be discussed with parents and the child.

IEPs should be reviewed three times per year. Parent's views should be sought.

Early support materials and information are being introduced to aid early intervention, sharing information to help planning and to improve coordination between services and support. Some children may have a Common Assessment (CAF).

EARLY YEARS ACTION PLUS

Early Years Action Plus is characterised by the involvement of external support agencies. They can advise on new IEPs, specialist assessments, strategies or materials and sometimes support.

A request for help is likely to follow a decision by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP.

The review should consider:

- Has progress been made?
- What are the views of the parents?
- Is there a need for more information or advice about the child?

The triggers for referral are that despite the child receiving an individual programme they:

- Continue to make little or no progress in specific areas over a long period
- Continues working at an early years curriculum substantially below that expected of children of a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of the group, despite having and individualised behaviour management programme.
- Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has ongoing communication or interaction difficulties that impeded the development of social relationships and cause substantial barriers to learning.

REQUESTS FOR STATUTORY ASSESSMENT

For a very few children the help given will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the school, in consultation with the parents, and any external agencies to consider whether a statutory multi-disciplinary assessment may be appropriate. For procedures to be followed see:

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS
Special Educational Needs Code of Practice (2002) (p74-94)

ALSO STATEMENTS OF SPECIAL EDUCATIONAL NEEDS
Special Educational Needs Code of Practice (2002) (p95-120)

IDENTIFICATION, ASSESSMENT AND PROVISION IN THE PRIMARY PHASE

Most children entering Holywell School will have attended the nursery class or some other pre-school provision. They should therefore have had their needs identified already. Some children may not have had their needs identified. Teaching children with special needs is a whole school responsibility. *All teachers are teachers of children with special educational needs.*

Within every primary school class is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements (SEN Code of Practice, p44).

The National Curriculum programmes of study for Key Stages 1 & 2 set out the knowledge, understanding and skills expected of children in this age group.

Assessment against the National Curriculum level descriptions for each subject will enable the school to consider the individual child's attainment and progress against the expected levels for their peers. The National Literacy and Numeracy Strategy Frameworks for teaching also provide a basis for assessment against national norms. Those children whose overall attainments or attainment in specific subjects fall **significantly** outside the expected range may have special educational needs.

Assessment should be four fold:

- Focus on child's learning
- The learning environment that the school is providing for the child
- The task
- The teaching style

Consider carefully - classroom organisation, teaching materials, teaching style and differentiation.

Assessment which may be available on entry to school:

- Records from preschool settings
- Assessments from the onsite nursery
- Early Years Profile
- IEPs from *Early Years Action* and *Early Years Action Plus*
- Reports from the Health Services

If the child has identified special educational needs when they start primary school the Head Teacher, SENCO and class teacher will:

- Use information from previous educational experiences to develop an appropriate curriculum for the child.
- Identify and focus on the child's skills to support the child in class.
- Use curricular and baseline assessments to allow the child to show what they know, understand and can do.
- Feedback to parents and use observations to plan the next stage of learning (discuss with parents at Early Years Profile meeting - autumn term and again in the spring and summer).
- Involve parents in a joint learning approach (reading workshops, developing writing etc.)

To help identify children with special educational needs, progress will be measured by

- The teacher's ongoing assessments
- Baseline assessment results
- Progress against the objectives in the National Literacy and Numeracy Strategy Frameworks.
- The level descriptions within the National Curriculum at the end of a Key Stage.
- Standardised screening and assessment tools (i.e. Aston Index).

(The identification and assessment of the special educational needs of children whose first language is not English needs special care).

When a child has been identified as having special educational needs the school adopts a graduated approach - **School Action** and **School Action Plus**.

The SENCO has the responsibility for ensuring the records are properly kept.

The key test of the need for action is evidence that the current rates of progress are inadequate.

A judgement has to be made in each case as to what is reasonable to expect a particular child to achieve.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively.

Adequate Progress:

- Closes the gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of the majority of peers starting from the same attainment baseline, but less than the majority of peers
- Ensures access to the full curriculum
- Demonstrates and improvement in self help, social or personal skills
- Demonstrates improvements in the child's behaviour.

SCHOOL ACTION

Interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum and strategies (i.e. extra classroom assistant support in classrooms for behaviour and learning, ELS - Year 1, ALS - Years 3 & 4, FLS - Year 5 and extra groups in Year 6).

Triggers for Intervention

- Makes little or no progress when teaching approaches are targeted
- Difficulty in developing literacy or mathematical skill
- Persistent social, emotional difficulties not ameliorated by behaviour management techniques
- 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 progress despite the provision of a differentiated curriculum.
- Children who are underachieving.

The SENCO should make further assessments of the child's strengths and weaknesses; planning future support in consultation with colleagues, monitor and review. The

class Teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should be informed and consulted.

Appropriate Action may be:

Different learning materials, to introduce some group or individual support, to devote extra adult time to devising the nature of the planned intervention and monitor effectiveness or to undertake staff development and training to introduce more effective strategies.

Additional classroom support for Literacy and maths is currently provided in years one to three (10 hours per week, per class), children in years 5 & 6 have 5 hours per week, per class, mainly for Literacy plus small group work for maths in Year 6. Year 4 have 15 hours split between 2 classes.

School funds additional provision for children at SAP and with Statements.

IEPs should be reviewed termly. One review could coincide with Parents Evening. Reviews need not be formal but parent's views must be sought. Whenever possible the child should take part in the review process (see appendix).

SCHOOL ACTION PLUS

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP. Following a request for help the SENCO reports to the Senior Management Team, Headteacher and Deputy Head. The priority of the children to be seen is decided. The SENCO meet all teachers at Foundation Stage, KS1, lower KS2 and upper KS2 meetings termly to discuss children.

They can advise on new strategies and targets and provide specialist assessments.

Triggers for School Action Plus:

- A 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 a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural 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 or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENCO and the class teacher, together with curriculum, literacy and numeracy coordinators and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. (Types of strategies that could be used - see individual curriculum policies).

SCHOOL ACTION PLUS MAY TRIGGER A **SCHOOL REQUEST FOR A STATUTORY ASSESSMENT** in a very few cases. Holywell Primary School follows the guidelines set out in (Chapter 7 p74-94 Statutory Assessment of Special Educational Needs - Routes for Referral. Special Educational Needs Code of Practice January 2002).

THIS MAY LEAD TO A **STATEMENT OF SPECIAL OF SPECIAL EDUCATIONAL NEED** for a very few number of children (See Chapter 8 p95-120 Statements of Special Educational Needs; Drawing up a statement, consideration of provision, decision not to issue statement, assessment and emergency placements, writing a Statement, non-educational provision, naming a school, residential placements etc. Special Educational Needs Code of Practice January 2002).

ANNUAL REVIEW

All statements are reviewed twice yearly. (Holywell follows the guidelines as set out in Chapter 9 p121-134, purpose, seeking written advice, the meeting, looked after children, conduct of the meeting, submitting a report etc. Special Educational Needs Code of Practice January 2002).

IDENTIFICATION AND MANAGEMENT STRATEGIES FOR CHILDREN WHO ARE GIFTED AND TALENTED

Over the year in Reception, teachers complete a Foundation Stage Profile on each child. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's profile with the parent at the end of the year, and use this information when planning for individual needs.

As the children progress through school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

The children undertake national tests in Year 2 and Year 6, plus the optional national tests in Years 3, 4 and 5. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and LA data, in order to ensure that each child is making appropriate progress.

Each teacher regularly reviews the children's progress and records on target sheets. Teachers discuss the children's progress with parents at the termly consultation evenings, and report annually on each child's progress in July.

We aim to encourage teachers in our school to plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level.
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- The opportunity for children to progress through their work at their own rate of learning.

WORKING IN PARTNERSHIP WITH OTHER AGENCIES

Support group meetings take place termly between the SENCO, Assistant SEN Teacher, the Educational Psychologist, a representative of the Access and Inclusion team and sometimes a representative from the pupil referral unit and speech and language therapist.

Visits take place regularly from all the support services for individual children. The school nurse, health visitors, school medical officer, occupational therapist, physiotherapist, speech and language therapist and EWO visit regularly. Specialist teachers from Chadsgrove Special School offer advice on children with physical difficulties. LID/MED offer advice on children with autism and very significant learning / communication difficulties. Holywell has been involved in working with the Birmingham Children's Hospital concerning a child with severe emotional and behavioural difficulties, and a child with global learning difficulties at Chadsgrove Special School. Holywell also has links with child and adolescent psychiatry units such as Oaklands and the Pear Tree Centre.

ISL team and social services are sometimes involved.

UNDUE DISRUPTION TO THE CURRICULUM

Occasionally a child may have emotional or behavioural difficulties which **substantially and regularly interfere with the child's own learning and that of the group** despite having an individualised behaviour programme. In such cases reference would be made to the **behaviour / bullying policy** to protect the rights of all the children within the class to learn. The Pupil Referral Unit sometimes becomes involved.

LIAISON PROCEDURES WITH TEACHERS

IEPs are reviewed termly and discussed at parent evenings or other appropriate times. The nature of a primary school is such that parents have frequent contact with teachers informally, often after school in the playground - this improves communication, informal conversations between staff and the SENCO also take place regularly.

STAFF DEPLOYMENT - SEN TEAM

SENCO - Mrs Susan Jones - Released from teaching duties one day per week. This day is used to cover monitoring, administration, individual assessment, tracking meetings etc.

ASSISTANT SEN TEACHER - Miss Ellie Troth - released from teaching duties ½ day per week.

SEN ADMINISTRATOR - Mrs Joanne Earles -10 hours weekly.

INCLUSION ASSISTANTS - see Appendix

STAFF EXPERIENCE AND QUALIFICATIONS

SENCO - Mrs Jones BEd. MED - Special Educational Needs

Inclusion Assistants - see Appendix

GOVERNING BODIES POLICY ON STAFF DEVELOPMENT IN SEN

The SENCO and Assistant SENCO have recently attended training an Inclusion Development Programme. Speech and Language Therapy are providing training on social skills / listening skills. Educational Psychologist is investigating setting up a parent support group. Learning Support Services have helped implement Rapid Reading in KS2.

SENCO and Assistant SENCO, maths and literacy co-ordinators attended training on Wave 1, 2 & 3 provision.

Training on the CAF completed. Training recently started by SENCO on Early Support.

WHOLE SCHOOL STAFF TRAINING

TEACHING

Staff have attended courses on ELS, FLS and ALS. They have considered different ways of developing literacy and numeracy. Rapid Reading introduced in KS2. Speech and Language being developed in KS1.

NON-TEACHING STAFF - see Appendix

SEN GOVERNOR TRAINING - SEN CODE OF PRACTICE DISABILITY CODE OF PRACTICE

Mrs Kate Thompson

Partnership with External Agencies

Involvement with Support Services

Termly meetings, advice IEPs, assessments, programmes of work, specialist equipment, training.

Involvement with LAs Access Officer - through Jenny Thomas (Outreach for physically disabled children).

Purchasing / Contracting / Service Level Agreements - see Appendix - *number of units
Service Level Entitlements.

PARTNERSHIP WITH PARENTS

Notification to Parents of Pupils into School Action / School Action Plus or Formal Assessment

Children's progress is discussed at parents evening and additional times as necessary. School and parents work in close partnership. Copies of IEPs are sent home for discussion and discussed with the child.

Involvement of Parents - Parents are encouraged to support their children across the curriculum.

In School - Parents are encouraged to come into school to help in classrooms

Home / School Agreements - are positively encouraged.

Parents Interviews / Meetings / Evenings - take place in the autumn, spring and summer term.

Annual Report to Parents - is published in July.

Parent Partnership - in Worcestershire supports parents involved in the statementing process.

PARTNERSHIP WITH HEALTH AND SOCIAL SERVICES as appropriate for individual children.

Liaison meetings

Community Involvement

EWO

School Nurse

Health Visitor

Community and Mental Health Services (CAMHS)

PARTNERSHIP WITH SPECIAL SCHOOLS

Outreach Chadsgrove

Birmingham Children's Hospital School

CRITERIA FOR EVALUATION OF SEN POLICY

1. How long are pupils in School Action / School Action Plus?

Children are monitored termly. If their progress has been adequate they would remain at School Action and monitored for another term. If the progress is better than would be expected they may come off the register. If, however, the progress is less than adequate after two terms then, after discussion with the teacher, parents and SENCO they may be referred to School Action Plus.

2. How is adequate progress monitored?

IEPs are reviewed termly. Adequate progress is measured by comparing the progress a child has made with the child's expected progress and the expected progress for the year group. SENCO monitors the class room termly.

3. How many pupils no longer need School Action?

SUCCESS OF THE SCHOOL SEN POLICY WILL BE DETERMINED BY

1. pupils view
2. Teacher view
3. Parent view
4. Governor view
5. Ofsted view
6. Best value view

THIS POLICY SHOULD BE READ WITH CROSS REFERENCE TO THE BEHAVIOUR PLAN, THE INCLUSION POLICY, THE ANTI-BULLYING POLICY AND THE ACCESS PLAN.

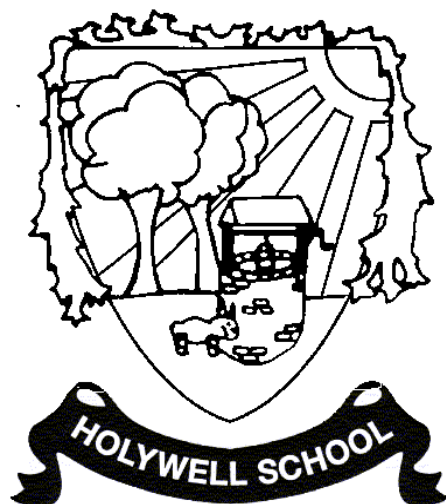
References:

1. Special Educational Needs Code of Practice November 2001 DfES
2. Inclusive Schooling November 2001 DfES
3. Special Educational Needs and Disability Act 2001
4. Suggestions for a Whole School Policy on SEN, Tricia Barthorpe SENSS North Lincolnshire 2002
5. Making Sense of the New Code of Practice in Schools, Tricia Barthorpe SENSS North Lincolnshire 2002
6. Supporting Looked After Learners - A Practical Guide for School Governors (Sept 09)
7. The National Strategies Early Years - Inclusion Development Programme - Supporting children with speech and language communication needs.
8. Common Assessment Framework (CAF) 2004
9. Early Support - the central government mechanism for achieving coordinated family focussed services for young disabled children and their families (October 2009).

SJ/ET/FM - Sept 2009

SJ/FM : September 2009

**HOLYWELL PRIMARY & NURSERY
SCHOOL**



**SPECIAL EDUCATIONAL NEEDS
& INCLUSION POLICY, (INCLUDING
GIFTED & TALENTED & SUPPORTING
LOOKED AFTER LEARNERS)**

