

# Newbold and Tredington C of E Primary School



CREATING A CHANCE TO SHINE EVERYDAY

Inclusion Policy/DSEN  
Incorporating Special Educational Needs  
Information, in compliance with Statutory  
Instrument: Special Education Needs  
(Information) Regulations (Clause 64)

This policy was ratified: September 2017

And will be reviewed: September 2019

Signed by Headteacher:

Signed by Chair:

## **Inclusion Policy**

### **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

### **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all

- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).

**Definition of Special Educational Needs**

A child is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties.

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have 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.

**A Graduated Response to DSEN**

All staff have a responsibility for identifying students with Special Educational Needs (see Appendix One). Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

<b>Action</b>	<b>Who is involved?</b>	<b>What is involved?</b>	<b>Next Steps</b>
Differentiation (Class Action)	The class teacher is responsible for differentiating work for all the pupils.	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEN register at School Action is considered. The teacher responsible for the child informs the SENCO of the concern using the SEN Concern’ form.

Action	Who is involved?	What is involved?	Next Steps
SEN Support	The child is placed on the DSEN register at SEN Support. Appropriate interventions are identified and parents/carers are informed. The SENCO requests advice from an external agency. The pupil moves to SA+. An individual IEP is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action.	Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. An IEP is written by class teacher and is reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.

#### School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN Support.

In agreeing these staged arrangements, the school has taken into account the following statements and definitions :

*"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."*

**'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)**

*"Special educational provision is educational or training provision that is **additional to** or **different from**" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"*

**SEN Code Of Practice (2014)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)*

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils’ identified needs and track their provision.
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Cost provision effectively
  - Demonstrate accountability for financial efficiency
  - Demonstrate to all staff how support is deployed
  - Inform parents, LEA, external agencies and Ofsted about resource deployment
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children’s needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children’s progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school’s devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions

- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- study buddies/cross age tutors
- homework/learning support club
- IEP tutorials

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO co-ordinator
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records.
- regular meetings about pupils' progress between the SENCO co-ordinator and the head teacher
- head teacher's report to parents and governors

### Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
  - Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
  - Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will

address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.

- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and will include the input of outside agencies,
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
  - Discussion between teacher and SENCO
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional(after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCO.

### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### **Inclusion of pupils with English as an additional language**

#### Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

#### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

## Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

## Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

## Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## **Inclusion of pupils who are looked after in local authority care**

Our school recognises that :

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are ‘looked after’ to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are ‘looked after’ have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
  - preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child’s social worker to ensure that there is effective communication at all times
  - celebrating the child’s successes and acknowledge the progress they are making.

Our school will work closely with the county’s The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### **Inclusion of pupils who are Most Able**

In this section the term ‘most able’ refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term ‘talented’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- |                               |   |
|-------------------------------|---|
| • Physical talents            | sports, games, skilled, dexterity                           |
| • Visual/performing abilities | dance, movement, drama                                      |
| • Mechanical ingenuity        | construction, object assembly (and disassembly),systematic, |
| • working solutions           |   |
| • Outstanding leadership      | organiser, outstanding team leader, sound judgements        |
| • Social awareness            | sensitivity, empathy,                                       |
| • Creativity                  | artistic, musical, linguistic                               |

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

### Identification

Before identifying any child 'most able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A most able pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of most able children, this list will be kept under review. Provision for most able children will be tracked on the school's provision map

### Provision

Teachers have high expectations and 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.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics at KS2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

**The name of the school's Inclusion Leader :** Sam Welsby  
**The name of the Designated Teacher for Looked After Children:** Sam Welsby  
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### **Management of Inclusion within our school**

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The SENCO also has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

### **Roles and Responsibilities:**

#### **Headteacher:**

- Allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, Inclusion leader, support services, parents and pupils.
- To report to governors on the needs of the DSEN children in his care.
- To delegate the organisation of review meetings to the Inclusion leader.
- To ensure that the needs of all children are met within the school.

#### **Inclusion leader :**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- To play a key role in delivering the strategic development of the Inclusion policy and provision.
- To oversee the day-to-day operation of the school's DSEN policy.
- To monitor the needs of DSEN and most able children together with the Head teacher and class teachers.
- To assist with and advise on, the teaching and assessment of children with all vulnerable children.
- To organise annual and termly reviews.
- To ensure Individual Education Plans are written and reviewed termly.
- To ensure that provision for all pupils are mapped
- To ensure that the impact of DSEN interventions is assessed for each pupil
- To meet regularly with the Head teacher to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's DSEN register & provision map is updated regularly.
- To lead the annual review of the Disability and Special Educational Needs Policy.
- To make contact with the Educational Psychologist and other support services in consultation with the Head teacher and class teachers.
- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head teacher.
- To work in conjunction with the class teachers.

- To lead INSET on DSEN in school as appropriate.
- To keep their own skills updated by reading, researching & attending INSET on DSEN and appropriate related external courses.

#### **Class teachers:**

- To know which pupils in their class are on the DSEN Register and at what stage.
- To update and review IEPs regularly.
- To write individual IEPs for pupils at SEN Support
- To provide a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs.
- To ensure LSAs are supporting pupils in their class, as directed.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

#### **LSAs:**

##### **Under the guidance of the class teacher to:**

- Carry out activities and learning programmes planned by the class teacher and the SENCo.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's Inclusion policy.

#### **Governors:**

- A named governor to have responsibility for the implementation of the Inclusion policy.
- To be fully involved in developing, monitoring and reviewing the Inclusion policy.
- To have up to date knowledge about the school's DSEN provision, including funding.
- To ensure that financial resources are available to carry out the DSEN policy.
- To ensure the quality of DSEN provision is continually monitored
- To liaise with the Head teacher, Inclusion leader and staff

#### **Individual Education Plans:**

All pupils on the DSEN register at SEN Support or with a full Statement of Special Educational Needs must have an Individual Education Plan.

These IEP's must be reviewed at least three times a year, with the parent, class teacher, SENCo and the child, if it is appropriate to include the child. The child are made aware of the targets that have been set and are asked to set a target of their own, which is then reviewed at the following IEP meeting.

If a pupil is making good progress the IEP review can be used to consider removing a child from the DSEN register. Alternatively, if targets have not been met and all the required support has been in place the review may be the first part of the process to move the pupil to the next step on the register for example from School Action to School Action Plus or from School Action Plus to a request for Statutory Assessment.

There must be clear evidence in each child's DSEN folder of when IEPs have been reviewed and the outcome of that review, including which targets have been met and the new targets which have been set. This evidence is very important in supporting the pupil to make progress, but also in providing evidence of the interventions by the school in the event of a move to Statutory Assessment.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO and EMA Coordinator will regularly attend local network meetings

- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

#### Supporting Children with Disabilities and SEN.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

#### Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

#### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

### **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

### **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

**This policy will be reviewed every two by the governing responsible for DSEN.**