

Stalbridge Church of England Primary School

Inclusion Policy

Dorset's vision for inclusion is 'every child's needs met through high quality local provision'

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at Stalbridge C of E Primary School.

Our Aim

At Stalbridge, we are committed to offering an inclusive curriculum to ensure the best possible progress and provision for all of our pupils whatever their needs or abilities including children identified as gifted or talented (see policy). We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

Definitions

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

' Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

Taken from the 2002 Code of Practice

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

Special educational provision means:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

(b) for children under two, educational provision of any kind.

The specific objectives of our Inclusion Policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met.
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The head teacher and governors will set new success criteria. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps.

The Role of an SEN Governor

The named SEN coordinator for the school is Angela Milree. A member of the Governing body, Debbie Chant, takes a special interest in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Governing Bodies have statutory responsibilities for pupils with Special Educational Needs (SEN). The governing body must do its best to ensure that the school makes the necessary provision for every pupil with SEN. As part of its policy for SEN the governing body should let parents know how they can raise concerns about provision for children with SEN and how their concerns will be investigated. They also have responsibility, in reviewing the schools' budget, to consider the employment of SEN support staff and monitor the levels of resources spent on supporting pupils with SEN. The governing body thereby assists in the development and monitoring of the school's policy and strategy for SEN.

The governing body also has a responsibility not to discriminate against disabled pupils and prospective pupils, to plan to increase systematically the access of disabled pupils and prospective pupils both to the curriculum and to the facilities of the school and to make reasonable adjustments for disabled pupils to have access to the curriculum and facilities of the school.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

A Provision Map will highlight the additional support given to children identified as School Action.

Provision/action that is additional to or different from that available to all will be recorded in an Individual Education Plan (IEP). This will be jointly written by the SENCO and teachers with consultation with pupils, parents and carers where appropriate. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The IEP will be reviewed termly and the outcomes will be recorded. IEP targets will be shared with all pupils. Key Stage Two children will be involved in the target setting process. Where appropriate, parents / carers will also be invited to participate in the target-setting and review process where appropriate.

If, despite significant support and intervention at School Action, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.
For pupils who have statements of SEN, in addition to the review of IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority.
The IEP should only record that which is additional to or different from the differentiated curriculum provision, which is in place as part of provision for all pupils. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics, and behaviour and social skills to match the pupil's needs. Strategies may be cross curricular or may sometimes be subject specific. The IEP should be discussed with the pupil and the parents.

Where a pupil with identified SEN is at serious risk of disaffection or exclusion the IEP should reflect appropriate strategies to meet their needs.
When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.
The schools' complaint procedures are set out in the complaint policy. The class teacher will work closely with parents at all stages in a child's education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.
The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff. The SENCO takes responsibility for prioritising the SEN training needs of staff.
The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

- External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. E.g. Educational Psychologist, Speech and Language Therapist, Occupational Therapist.
- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The school has very close links with Clare Backhouse, Teacher for the Deaf.
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties

Specialist educational services available in Dorset

Hearing and Vision Support Services (HVSS): Specialist staff from HVSS support children and young people with hearing or vision impairment from diagnosis to school leaving age.

Looked after Children (LAC): Information, contacts and links to other websites offering support, help and assistance.

Special Educational Needs Specialist Services (SENSS): The service provides specialist professional support to schools in respect of pupils aged 4-19 years with specific learning difficulties.

Ethnic Minority Achievement Service (EMAS): Guidance, booklets and other advice for schools with pupils from minority backgrounds.

County Psychological Service (CPS): Educational Psychologists work with families, schools and other members of the children's workforce to address the five outcomes of Every Child Matters.

Children Out of School Service (COOSS): The Children Out of School Service provides educational provision for those children who, for a variety of reasons, are not attending school.

Behaviour Support Service (BSS): Providing support and advice to mainstream schools in managing pupils with emotional, social and behavioural difficulties.

Traveller Education Support Service (TESS): Working in partnership with schools, families and other agencies to ensure equal opportunities in education.