

Boxgrove C.E.P Primary School

Policy for Special Educational Needs in Context of Inclusion

School Vision:

"This is our school, Let peace dwell here, Let the room be full of contentment, Let love abide here, Love of one another, Love of mankind, Love of life itself, And love of God."

Introduction

At Boxgrove C.E.P School we believe that each person is unique and of value and therefore each child is entitled to receive an education in accordance with her/his age, ability and aptitude. We believe that all children should be appreciated and respected. We promote attitudes of caring and understanding in the belief that we are a community in which we are all, to some degree, responsible for each other. We recognise the strengths of every individual as well as areas for development. We want every child to contribute to the social, cultural and spiritual life of our school.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning teachers set suitable targets and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require specific action by the school.

We promote the growth of all children in a high quality environment, in an inclusive manner. We believe that children with special educational needs have an entitlement to a curriculum appropriate to their needs.

It is also in accordance with the UN Convention on the Rights of the Child (on which our Rights Respecting School work is based) The purpose of education is to develop every child's personality, talents and mental and physical abilities: Article 29

Our work at Boxgrove C.E.P School is guided by the fundamental principles of the SEN Code of Practice effective from 1st January 2002, that;

- A child with special educational needs should have their needs met.
- The views of the child should be sought and taken into account.
- Parents have a vital role in their child's education and we actively seek their partnership.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- That as a mainstream school, many children's special educational needs can have their needs met well in our school setting

We use the support materials provided by West Sussex County Council and the DCFS.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However not all children defined as disabled will require this provision. A child with asthma or diabetes for example may not have special educational needs but may still have rights under the Disability Discrimination Act. We will assess each child as required and make the appropriate provision, based on their identified needs.

Our school's Teaching and Learning Policy sets out our beliefs about how we feel children learn best and when teaching is most effective. These principles underpin our approach to children with special educational needs. The school's Behaviour Policy should also be read in conjunction with this policy to understand our approach to behaviour management at Boxgrove C.E.P School. We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of our children.

Our Mission Statement:

Working Together For Our Children's Future

The Aims of our school:

- To foster a Christian ethos within a happy and caring school environment.
- To develop an enthusiasm for learning and a willingness to accept challenges, to take risks in order for all to achieve their individual potential.
- To develop a broad, balanced skills based learning environment that excites, stimulates and promotes the intellectual, creative, physical, social, emotional and spiritual development of every child.
- To nurture self discipline, encouraging children to take responsibility for their own actions, showing sensitivity towards others in order to become active and caring citizens in our multicultural and ever changing society.
- To encourage positive partnerships with parents, the church and the wider community.

This is what our children said about what can help when you have difficulties with learning:

Asking for help

Having a visual timetable

Use calculators, rulers and dice or equipment to help if I can't do it.

If not sure what the word is, sound it out, look at the pictures

Putting things to read on yellow paper or looking at it through coloured viewers

Using the lap top or computer

Having an adult with you

Working with people of the same ability

Have a go, doesn't matter if you do it wrong

Find a quiet area on your own

More time to complete the task

Having a partner can help

At Boxgrove C.E.P School we aim to:

- Ensure that there are equal opportunities for all children to access the National Curriculum regardless of ability
- Cater for the needs of all individuals by providing appropriate time, resources and expertise in order for everyone to have access to the experiences necessary for their personal fulfilment - spiritual, academic, emotional, social and physical
- Ensure that the special educational needs of children are identified, assessed and provided for
- Foster a continuing awareness of pupils' special educational needs among all staff - being mindful that these needs constantly change
- Understand that good self-esteem is essential if children are to become good learners
- Encourage attitudes of respect, encouragement and support between pupils and staff alike
- Establish and foster strong links between home/school, teacher/pupil, school/outside agencies
- Help all concerned to appreciate that for some pupils progress may be difficult or even limited, but that effective teaching of pupils with special educational needs will, in turn, enhance the teaching of all pupils
- Ensure that teachers' knowledge of strategies, methods and materials/resources is regularly updated
- Ensure children have a voice in their learning
- To promote continuity and progression within school in all curricular areas taking into account the child's previous experience and intellectual ability

The purpose of our policy is:

- To translate our school aims and mission statement into practice.
- To develop a shared understanding with regard to special needs in our school.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To provide continuity and progression recognising the particular needs of each child.
- To enable parents to play their part in supporting their child's education.
- To enable children to have a voice in the process.

We intend to use our policy as a framework:

- To establish a whole school approach to special needs

- To develop good practice and to identify criteria for monitoring and evaluation of the policy
- To inform the school community, children, school staff, parents, governors and parish communities

Boxgrove C.E.P School approach to meeting individual additional needs and allocating resources

At Boxgrove C.E.P School we strive to meet individual additional needs, through a whole school approach. We are all committed to identification and appropriate support, using the expertise of staff and resources available to monitor, assess, keep records, teach and care for those children requiring special attention, so that they receive their educational entitlement.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behaviour needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with learning.
- Planning to develop children's understanding through the use of all their senses and varied experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In some cases children join us with their needs already assessed. All children are informally assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If ongoing assessments, including observations, show that a child may have a learning difficulty or the child is making significant poorer progress, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher in consultation with the SENCO, will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The parents / carers will be informed and their views sought. The SENCO, Special Educational Needs Coordinator, may initiate further assessments of the child's needs in order to inform meeting the child's needs.

We record the strategies used for a child on their Individual Learning Plan, through their targets and on the teacher's planning. Individual Learning Plans are reviewed in December, March and July.

If the ILP identifies that the child is not making sufficient progress or that support/ advice is needed from outside services, we will consult with parents/carers before accessing external support services. The result of this may lead to enhance support and the advice from agencies will be used in the ILP and the child identified as being at School Action Plus.

If the child continues to demonstrate significant cause for concern, the child will be discussed at the termly Planning and Review Meeting with other agencies, including the Educational Psychologist, and a request for Statutory Assessment may be made to the Local Authority. A range of written evidence will support the request.

Decisions about what actions need to be taken for each child will take into consideration careful assessment of the child, the child's approach to learning and the school/classroom context. We recognise that a child will be accessing different aspects of the Provision Map at different times, sometimes in different contexts and for different lessons.

Many children will respond to changes in provision in the classroom and additional support from Class Teachers, Teaching Assistants and our own school-employed SEN teacher.

Where a child needs to be taught or supported for some time outside the classroom it will be done within the context of our inclusive curriculum. The support organised progressively increases to meet increasing needs and correspondingly reduces as a

child makes adequate progress. If a child regularly is meeting their ILP targets and the gap between them and their peers has lessened as to no longer be of concern, the child will be removed from the SEND Register and will no longer have an ILP, but we will continue to monitor their progress to ensure success is maintained.

The main stages of support are "School Action" and "School Action Plus":-

School Action:-

This is the stage where the class teacher identifies that a pupil has special educational needs - the class teacher with support from the SENCO will organise intervention additional to those provided for the other children. The class teacher will have the key responsibility for planning and working with the child.

An ILP will be drawn up, in consultation with the SEND team and reviewed at regular intervals, generally December, March and July. The SENCO will plan future interventions where necessary and lead the monitoring and review.

School Action Plus:-

This stage is where the SENCO and class teacher, in consultation with parents, seek support and advice from outside agencies, e.g. Speech and Language Team, Inclusion and Learning Support Team, Learning and Behaviour. The child may be discussed with a member of the Education Psychology team, Inclusion and Learning Support team, Speech and Language team and others, as necessary. The advice received will provide ideas for additional strategies and this will be reflected in the ILP. The SENCO will organise the further assessment, plan future interventions and take a lead in monitoring and reviewing.

A **statutory assessment** will be requested for a child for whom there is persistent concern, and little or no progress, despite support and outside agency advice at School Action plus. The LA consider the request and if appropriate makes further assessment and issues a statement.

The LA may provide some extra financed provision for complex packages of support, and monitor/review provision on a regular basis. The school identifies monies from its budget to support the child. If the package being provided by the school is significantly greater than that by the LA to meet the child's needs, further support from the LA will be sought in consultation with the assigned special needs officer and support and monitoring form. The IEP's objectives will arise from the statement.

The school records ongoing discussion, action and assessment on the child's SEND log sheet.

SEND teaching staff and teaching assistants are employed to teach and support learning programmes for identified children. The money identified for this purpose is in the budget allocation to the school and the Governors at Finance/Full Governors Meetings ensure that the budget plan first identifies and then uses at least these monies allocated as the year progresses.

If, in a particular academic year, there are significant numbers of children with SEND the Governors would seek to target more resources to these children and classes if possible, i.e. extra teaching assistant time. Currently, standards fund monies has been used to enhance resources/provide training additional to an identified resource amount in the main budget. The day to day management of provision for statemented children is delegated to the Headteacher.

To co-ordinate the Code of Practice procedures, facilitate assessment, provide support, advice and information, one member of staff is the named 'Special Needs Co-ordinator', currently the headteacher - Kim Thornton.

SEND is reported to the Governing Body regularly as part of the Headteacher's Report and is an item on the agenda at the full Governing Body Meetings. The SENCO/headteacher meets regularly with the Governor with a responsibility for SEND.

Specialisms of the staff and staff /governor training

Boxgrove C. E. P School provides a range of specialist individual and group support, in addition to strategies to differentiate within the classroom:

Emotional/behaviour anger management work
Brain Gym/Gross Motor Skills
Jump Ahead
Handwriting/Fine Motor Skills
Speech and Language
Precision Teaching
Reading buddy scheme

All classroom teaching staff have regular updates on SEND and how to support children in their classes and attend relevant courses to help support the children .

The school does not have any specialist facility.

Curriculum and Inclusion

All our children have access to the National Curriculum, adapted as necessary to their needs. We endeavour to ensure that there is balance of time in different areas and that no child's access is restricted. We do recognise, though, that this is sometimes a challenge in order to meet the individual needs of a child and deliver a broad and balanced curriculum, but access is monitored carefully so for example, children do not regularly miss out on any aspect of the curriculum e.g all children with SEND are encouraged to join after school activities.

All staff identify differentiation of activities/learning goals for their teaching and in some children's case, identify the individual activities/learning goals for a child with particular needs.

Curriculum targets are set for all pupils, including those with additional SEND. This feeds into the planning process which children will receive in class or withdrawal support as appropriate to their identified needs and to where space and resources enable this best to be delivered.

Our PSHCE programme, encourages our children to develop and foster their emotional well-being. Children are encouraged to participate in the running of the school through the a range of school initiatives e.g Y1 Buddy to YR system, Y5/6 Playtime Activity Leader Scheme.

Children with emotional and/or behavioural difficulties

All children's behavioural/emotional needs are monitored carefully, and where there is a cause for concern, behaviour logs are kept. Following discussion with the family and if problems persist, the child will be registered on the SEN Register. Advice from the Inclusion and Learning Support Team (behaviour)/or assessment may be requested.

In the event of a fixed period exclusion, which is always a last resort, a Pastoral Support Programme is strongly considered to develop a co-ordinated approach to behaviour management of the child, involving a multi-disciplinary approach, to endeavour to help the child maintain their place in school.

Children with Statements of Special Educational Needs

Statements will be reviewed annually. The Local Authority will inform the Headteacher at the beginning of each school term of the pupils requiring reviews. The Headteacher will organise these reviews inviting parents and relevant professionals. The review will assess the pupil's progress review provision, consider

appropriateness of the Statement and set new targets for the coming year. At Year 6 reviews, the SENCO from the receiving Secondary School will be invited. With due regard to the limits laid out in the Code, the Headteacher will write a report of the annual review meeting and send it with relevant paperwork to the Local Authority. The School recognises the right of the Local Authority to maintain, amend or cease the Statement.

Transition arrangements/liaison with other schools

We liaise with other schools as a matter of routine on the transfer of children, providing records and a phone call to share information. However, children with special needs have to be handled carefully, so that when they arrive at their new school all the information is present for new staff to consult. This will also allow for any statutory or school based specific help to be available right away.

Children who come in from other schools

Essentially, the procedure for children transferring is the same as outlined above previously, except more emphasis would be placed on the child's records, reports and annotated work. However, a child's emotional needs, settling in, making friends are paramount.

The class teacher will assess a child new to the school by:

- Looking at the child's SEN and school records
- Monitoring the child in class
- Using various tests, i.e. Salford. Teacher Assessment levels will be useful for ascertaining the level at which they are operating
- Reports from parents and oral information gathered from any other appropriate source

Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

We value the views of the children with special educational needs and involve them as appropriate in the setting of targets and programme setting. The children are encouraged to share their concerns and their understanding of what is best for them. Children are invited to their Annual Review of Statement meetings and supported as necessary.

By valuing children's involvement and contribution, we are helping them develop their self-esteem and confidence in their choices. We, in turn, share information with them as appropriate to their maturity and understanding. We provide all statemented pupils and many others, with a designated member of staff with whom they can discuss anxieties and difficulties.

Children's response to each other

It is important that children realise the way they differ from each other and that we are all made by God, who loves us, each in a special way. They should be encouraged to value each other not because they are the best at something but simply because they are unique. Children need to learn to value friendship, companionship and each other's work for what it is. While children are always encouraged to do their best and to strive to improve, they should be aware of measuring themselves against others but rather focussing on being the best they can be. We expect children to be sensitive to the needs of their peers and provide support for them in a variety of ways. Staff are vigilant in their care of children with SEND who may be more vulnerable to forms of bullying. Bullying is not tolerated at Boxgrove C.E.P School and is dealt with vigorously (see Behaviour/Anti-Bullying Policies).

Attitudes

We believe in creating the right environment and attitudes in school so that many of the children with special needs will see an improvement in their self-esteem. We believe that self-esteem is vital in the development of each individual child. A child fully supported is more likely to achieve success, integrate and believe in themselves within the school community.

Working in partnership with parents

Parents are valued as co-educators of their children. We recognise the personal and emotional involvement of parents and are aware of their feelings when working with them. We respect the differing views and needs of parents and the need to be accommodating wherever possible on timing and structure of meetings. We endeavour to ensure that parents are involved in the school's response to their child and offer appointments on a termly basis to discuss ILP/IBP. We value and encourage parental involvement in setting and reviewing of targets, and to share information relating to their child. Each ILP is sent home and where parents express a concern, parents can request an appointment at any time and the school will do its best to organise this as soon as possible.

Working in partnership with other agencies

We are fully committed to inter-agency liaison and find that this is the most effective way to support children with multiple needs. At the termly Planning and Review Meeting, the school SENCO, Inclusion and Learning Support Team representatives, Educational Psychologist, and whenever possible, a member of the Speech and Language Team, Inclusion and Learning (Behaviour) Support Team and when necessary/possible CAMHS/Sensory Support Team, meet to discuss an agreed agenda.

Children are prioritised for further assessments and observations. Strategies are discussed. The Special Needs Co-ordinator, will prioritise children for assessment by the Educational Psychologist. The co-ordinator will liaise with the Area Learning Support Team, asking for advice and making sure the appropriate information is provided to the Team at the right time. In consultation with the Co-ordinator and Special Needs Team, the Head will write requesting help from the appropriate agency, or for the initiation of statutory assessment.

We liaise with other agencies as appropriate to the child:

- Child & Adolescent Family Health Service
- Educational Psychology Service
- Educational Welfare Service
- EMAT - includes EAL support
- Occupational Therapy & Physiotherapy Service
- Family Link Worker
- School Nurse
- School Medical Officer
- Social Services
- Speech and Language Therapy Service
- Travellers Education Support Team
- Inclusion and Learning Support Team
- Social and Communication Team

The SENCO, liaises with the Speech and Language Therapy service who visit to assess/review and plan programmes of work for statemented children and to support the Speech and Language Teaching Assistant who delivers one-to-one and small group work with children at School Action/School Action Plus.

Admission Arrangements

As an inclusive school, no child would be denied a place because they would need SEND support.

Arrangements for considering complaints

We encourage parents to speak informally to the teacher, and/or SENCO/Headteacher with any complaints. The Headteacher communicates the outcome either verbally or in writing. The schools complaint procedures are laid out in the School Prospectus and the full policy is available from the school office.

The Role of the SENCO

The SENCO plays a crucial role in the Schools Provision. This involves:

- overseeing the day to day operation of the policy
- coordinating provision with the SEND teacher
- liaising with and giving advice to teachers and teaching assistants
- overseeing pupils records
- liaising with parents
- organising CPD
- liaising with other agencies

The Role of the Governing Body

The Governing Bodies responsibilities to pupils with SEND include:

- ensure provision of a good standard is made for SEND pupils
- ensure that there is a named governor responsible for Special Educational Needs
- ensure SEND pupils are fully involved in school activities
- have regard to the Code of Practice
- be involved in the review of policy
- ensure reports are made to the governing body

The Role of the Class teacher

The Code of Practice states the importance of the role of the class teacher, whose responsibilities include:

- being aware of the school's SEND policy and provision for pupils
- collaborating with the SENCO and SEND teacher to help the child to progress
- in collaboration with the SENCO develop programmes and individual plans for children
- work with SEND pupils to support their progress and delivery of programmes
- developing constructive relationships with parents

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school and their Individual Educational Plans and their effectiveness. She also provides termly summaries about SEND provision to the Governors'. The SENCO and named Governor meet regularly.

Reviewed January 2019

Next review January 2021