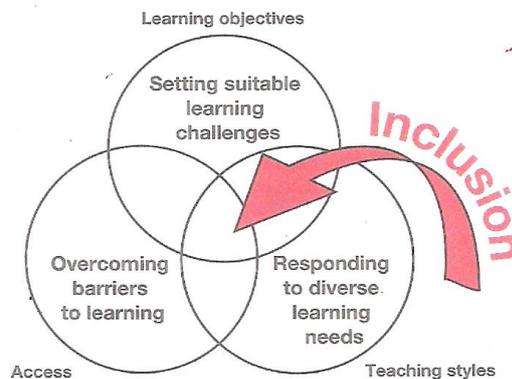


SALISBURY PRIMARY SCHOOL

POLICY ON INCLUSIVE EDUCATION AND SPECIAL EDUCATIONAL NEEDS MANAGEMENT

Inclusive Education is a human right, it's good education and it makes good social sense. (CSIE, 2000)



Revised Edition November 2017

Policy on Inclusive Education and Special Educational Needs Management.

INDEX

Ten Reasons for Inclusive Education
The Responsibilities of the Governors
The Role of the Senior Management
The Role of the Inclusion Team Manager
The Role of the SENCO
The Role of Teachers who have TLRs.
The Role of the Class Teacher
The Role of the Learning Mentor
The Role of the Teaching Assistants
Identification, Assessment and Review
Record Keeping
Monitoring
Pupil Participation
Parent Participation
Looked after Children
Children with Medical Needs
Transition Arrangements
Staff Development and Training
Appendix A - Current Staff

SALISBURY PRIMARY SCHOOL

POLICY ON INCLUSIVE EDUCATION AND SPECIAL EDUCATIONAL NEEDS MANAGEMENT

Salisbury Primary School adopts the following fundamental principles regarding successful inclusive education, taken from the Special Educational Needs Code of Practice 2015, the Equality Act 2010.

Policy on Inclusive Education

Our policy is based on the following principles, which are fully endorsed by the London Borough of Newham:-

A) Every Child Matters

Salisbury Primary School is striving to be as inclusive as possible, We acknowledge that every child with educational needs or who encounters disability has an entitlement to fulfill his/her optimum potential. This is achieved by ensuring the well-being of all pupils in every aspect of school life: personalized teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEND provision; and partnership with parents/carers, other schools, the local community and with personalized 'wraparound' health care and social service providers.

From these policy statements the following principles follow:-

- All teachers are teachers of children with special educational needs and disabilities.
- Teaching such children is therefore a whole school policy.
- Children with SEND should have their needs met.
- The SEND of children will normally be met in mainstream schools or settings.
- The views of the children should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education.
- Children with SEND should be offered full access to a broad, balanced and relevant education including the EYFS Curriculum, the National Curriculum and the curriculum outlined in the QCA / DCFs / Ofsted Guidelines for Teaching Children who are attaining significantly below age-related expectations.
- The school building, the curriculum and the school culture will be made as accessible as possible to all pupils. (See school's Accessibility Plan, 2014 - 2015)

The strategies of inclusive practice following from these principles are:-

- The successful inclusion of all pupils is to be actively sought by all members of the school community.
 - All involved in the education of the child - parents / carers, teaching and non-teaching staff, governors and outside agencies - should share their knowledge and understanding of the child and work in partnership for the good of the child.
 - The school's allocation of resources for SEND should reflect the various levels of need experienced by pupils.
- All pupils are valued individuals with unique interests and strengths.
- All pupils should be given opportunities to reach their full potential educationally, emotionally

- and physically.
- The accessibility of the school building, the curriculum and the school culture needs to be constantly monitored and improved.

Aims and Objectives of the Policy

- To state clearly the entitlement for pupils with SEND.
- To enable early identification of those children with SEND either by parents/carers, staff or outside agencies.
- To outline procedures within the school once pupils' needs have been identified
- To promote and maintain effective communication between all those involved with the pupils.
- To monitor effectively practices to assess the pupils' progress and access to the curriculum.

Roles and responsibilities for Special Educational Needs and Disabilities

The responsibilities of the Governors

For the name of the current post holder see Appendix A.

The Governing body should:

- Have regard for the code of practice when carrying out duties towards all children with SEND.
- Ensure that the necessary provision is made for all pupils with SEND.
- In co-operation with the Head teacher and SE NCO, determine the school's general policy and approach to provision for children with SEND
- Ensure that the teachers are aware of the importance of identifying and providing for those children with SEND.
- Report annually to parents on the success of the school's policy for pupils with SEND to include information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services.
- A SEND report at Governor's meeting.
- Ensure that pupils with SEND are included as far as is possible into the activities of the school and with other children.

The role of the Senior Management Team.

-. Liaise with **the SENCO and monitor all SEND issues**

- Consider issues of access to the school buildings and grounds
- Consider issues of access to the curriculum for the children with SEND
- Ensure that class teachers and the SENCO are carrying out their responsibilities
- Include SEND issues in school development planning.

The role of the SENCO.

For the name of the current post holder see Appendix A

In addition to working with individuals or groups of pupils, the SENCO works collaboratively with all staff (teaching and non-teaching), outside agencies and parents to meet pupils' needs to raise educational achievement.

- To oversee the operation of the Inclusive Education Policy.
- The day-to-day operation of Special Educational Needs Management.
- Maintaining the SEND profile and overseeing the records of all children with SEND.
- Liaising with, advising and supporting all staff and pupils.
- Co-coordinating provision for pupils with SEND both internally and externally.
- Liaising with parents / carers, involving them in supporting their children and understanding the SEND policy.

- Contributing to in-service training for all staff and identifying training needs.
- Liaising with outside agencies (Appendix E for a list of agencies and personnel) including the Educational Psychology Service, other support agencies and LEA officers, and facilitating their work within the school.
- Liaising with teachers who have Teaching and Learning Responsibilities regarding attainment, assessment and progress.
- Contributing to the development and implementation of a whole-school Behaviour Management Plan.
- Ensuring that ongoing observation and assessment provide regular feedback to all teachers and parents / carers about the pupil's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Monitoring the provision for children on the COP in terms of planning delivery and PEPs when appropriate.
- Attending cluster meetings and disseminating information to staff.
- Liaising with the SEND Inclusion Link Governor.
- Raising awareness of the Inclusion policy in the school.
- Linking with feeder and host schools to ensure smooth transition and liaising with Schools during mid-phase admissions where appropriate.
- Arranging and chairing meetings including termly and annual reviews and PEP meetings.
- Line managing the Senior Teaching Assistant and Teaching Assistants and coordinating their timetables.
- Consulting with Head teacher, Deputy Head Teacher and SEN Inclusion Link Governor on allocation and use of SEND budget and keeping SLT fully informed of particular concerns or matters arising from meetings held.
- Co-coordinating the audit and review of SEND policy, procedures and practices in the light of changes to The Code of Practice, The Disability Discrimination Act 2010 , Government legislation and Borough guidelines.
- To ensure smooth transition from Year 6 to secondary school.

The Role of teachers who have Teaching and Learning Responsibilities (TLRs)

- Teachers who have TLRs are expected to consider SEND within their policy developments, schemes of work, etc.

The role of the class teacher:

The class teacher is responsible for:

- Identification of a need
- Taking account of the pupils' and parents' views
- Planning - individually and with other adults, for the differentiation of the curriculum, activities and tasks.
- Classroom management
- Providing lesson instructions, including learning outcomes, for Teaching Assistants
- Assessment and record-keeping to demonstrate progress and attainment
- Devising targets at stages SEN support and for those who have an EHCP.

In fulfilling these duties, staff should be supported by the SENCO, colleagues who have TLRs and in some cases by visiting advisors from the support services.

The Role of Teaching Assistants (TAs):

For a definition of the Teaching Assistants role see the Teaching Assistants Job Description.

- TAs are part of the whole school team and are valued for their important contribution to the progress our pupils make.
- TAs are to be supported in their role by all teaching staff.
- They are line-managed by the Inclusion Team Manager, SENCO and Senior Teaching Assistant who will provide direct support and access to training,
- They attend training offered by the Tunmarsh Centre and also all school Inclusion INSET. Individual training needs will also be provided for
- The TAs should work with the class teacher to facilitate all pupils having full access to the curriculum,
- TAs should be involved in the planning of PEP targets and use their working knowledge of the pupil's progress in order to support the class teacher's record keeping,
- TAs should be encouraged to show initiative. For example, when particular therapies or lessons are modelled by specialists, the TA will deliver them and share new knowledge with the Inclusion Team Manager, SENCO, class teachers and other TAs.
- TAs make resources.

Identification. Assessment and Review

- Any concerns about a pupil, may be raised by any member of staff, parent, or professional who is directly involved with the pupil.
An initial concern form should be completed, and progress monitored. (For Initial Concern Form format see Appendix)
For learning difficulties our guideline for triggering a cause for concern is a delay of two or more National Curriculum levels below average.

Once a concern has been raised, a staged approach to identification and assessment may begin. Our process follows the Code of Practice's Graduated Response; Differentiation, Intervention, SEN support and Formal Assessment as follows:

Differentiation is now assumed as part of planning for all pupils and does not represent "SEND".

School Action - for those pupils who need something "additional" and "different" from the above. Pupils will be involved in intervention groups for literacy and Numeracy

SEN Support- external services advise and inform PEPs.

Formal Assessment - pupils assessed for Education Health Care Plan

The school uses P - levels for assessing SEND pupil's levels of attainment who are not operating in National Curriculum Levels.

Record Keeping

We recognise the need to keep records updated and to assess and monitor to ensure that SEND pupils' needs are met.

Records for a pupil with SEND needs include:

Inclusion File

- Teacher's files should include a SEND section which should contain: (a) a year group breakdown of children on the SEND profile and those identified as having need, (b) PEPs for those children on Initial Concerns, SEN Support, High Needs Funded Pupils and

those with Education Health Care Plans, (c) Initial Concern Forms and (d) reports from outside agencies, where appropriate.

- The teacher's weekly planning sheets should show targets for and progress made by all SEND children to inform future planning.

Assessment

- Termly assessments
- Test results e.g. End of Key Stage SATS
- Observation of learning styles and behaviour patterns.
- Reports submitted by external agencies.
- SENCO notes and records
- TA Support Record notes
- PEPs are kept in the Profile file kept in the Inclusion Room and the class teachers' class files. TAs, pupils and parents / carers also have a copy.
- All PEPs are written by the class teacher aided by the pupil, TA, outside agency advisors, where appropriate, the Inclusion Team Manager and SENCO.
- Copies of information and forms should be kept in the teachers' file
- The PEP is a working document; therefore TAs or teachers who work with SEND pupils should document details of pupil progress or further concerns continually.
- SIMS software is used to create the SEND profile.
- PEPs should be child friendly.

A new PEP will have:

- Fresh strategies
- Implemented in part / as far as possible in normal classroom setting
- Delivery of PEP interventions continues to be the responsibility of the class teacher.

Group plans are acceptable rather than a series of PEPs with roughly similar targets.

Monitoring

- Pupil progress is measured by their movement up and down the Graduated Response Strategy of the Code of Practice on the SEND profile (see Appendix F for current SEND profile)
- Planning is monitored by the SENCO to ensure PEP targets are covered and differentiated
- Pupil's work is monitored by SENCO for reflection of planning and PEP targets
- All PEPs should be fully evaluated by documenting outcomes, which should be recorded on the PEP.
- All PEP' are reviewed with the SENCO on a regular basis.
- Completion of SEND review forms will further help with the monitoring process as target setting effectiveness of learning programmes, pupil's view and parents / carers views will be documented.
- Areas of SEND are monitored termly by the SENCO, i.e. target setting, pupil progress, pupil support, pupil groupings, etc.
- Annual Reviews involving parents, teachers, SENCO and appropriate external agencies will allow the Local Authority to continue to monitor the progress of pupils with High Needs Funding or an EHCP

Pupil Participation

The school recognises that it is good practice for pupils to express their opinions and to have input into their education.

- Pupils are included in the target setting, PEP writing and the review process.

Parent Participation

The school encourages parents to be involved in all aspects of their child's education. We communicate with parents using the following means:

- Copies of PEPs are sent to parents /carers following a review. The parent / carer are invited to comment or arrange a meeting to discuss the PEP's contents.
- SEND staff are available to meet parents during parent's evening.
- Parents can meet class teachers and / or SEND staff formally by appointment, or casually at the beginning and end of the day.
- Parents are invited to a coffee morning once a term to discuss general issues.

Looked-after Children

The school acknowledges the need to promote the education of Looked-after children. To this end we:

- Have a dedicated person to coordinate their education
- Prepare Personal Education Plans (PEP) to ensure individual children get full access to all the school's activities.
- To liaise with the relevant outside agencies and foster carers involved with individual children

Children with medical needs.

The school acknowledges the need to promote the education of Children with medical needs. To this end we:

- Have a dedicated person to coordinate their education
- With the school nurse, prepare Medical Care Plans (MCP) to ensure individual children get full access
- To liaise with the school nurse and relevant outside agencies involved with individual children

Transition Arrangements

- The SENCO will liaise with the school nursery staff and staff at feeder nurseries well before each new intake.
- All pupils in Year 5 who are supported by an EHCP or High Needs Funding will have their transitional review meeting arranged in the summer term.
 - For Year 6 pupils, the SENCO and Inclusion Manager will liaise with the staff of the various secondary schools.
- Where appropriate, particular pupils have transition programmes to facilitate their transfer. These involve extra visits and familiarisation with staff.

Staff Development and Training

The school endeavours to promote good practice by raising the awareness of good inclusive practices and providing appropriate INSET delivered either by the SENCO or by

outside agencies. Wherever possible, staff receive specialist training appropriate to their own needs and those of the pupils with whom they work. Members of the teaching staff are also encouraged to attend courses that relate to the needs of special needs pupils.

For Teaching Assistants we arrange;

- Access to a range of courses offered by the Tunmarsh Centre.
- Either NVQ or City and Guilds training during their first year.
- Business meetings and training sessions are organized by the SENCO once a week.
- Specific training is given in response to new initiatives. Also:-
- The need for in-service training for T As is recognised by all staff.
- TAs are encouraged to attend other courses.
- TAs also attend school Inset days for training both on their own and with the rest of the school staff.
- All TAs are given a copy of the Teaching Assistants Handbook on starting with us.'

Due for review: December 2017

Appendix A:

Current Staff:

Inclusion Manager

Doreen Georgestone

SENCO

Kim Gibson

Senior Teaching Assistant

Karen Skelding

Family Support Co-ordinator

Allison Hinds

Attendance Manager

Marcia Joslyn