



CHARLESWORTH SCHOOL

...from tiny acorns great oaks grow

Special Educational Needs and Inclusion Policy



Rationale:

At Charlesworth School we are committed to providing an appropriate and high quality education to all children admitted to the school. We believe that all children, including those identified as having special educational needs, have a common entitlement to access a broad and balanced academic and social curriculum and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

At Charlesworth School we are committed to inclusion. We aim to engender a sense of community, belonging and offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, emotional / social development or the learning environment in school. It complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 - 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Aims and Objectives:

Special Educational Needs and Disability

In order to ensure the SEND Code of Practice and Disability Act and other relevant Codes of Practice and guidance are implemented effectively across the school, we will:

- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- Provide specific input and support, matched to individual needs, in addition to differentiated classroom provision, for those pupils requiring it.
- Ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve the children themselves in planning and in any decision making that affects them.

Inclusion

At Charlesworth School, we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families by ensuring that:

- A climate that supports flexible and creative responses to individual needs is fostered.
- Inclusion is recognised as part of the school's Equal Opportunities Policy with clear arrangements for implementation, funding and monitoring that are effective.
- All school improvement and policies take account of inclusive principles.
- Admission of pupils with SEND is handled positively and sensitively.
- All parents/carers and children are made welcome.
- Appropriate assessment and support arrangements are in place (including appropriately trained staff) both within the school and from external agencies, so that children's needs are properly addressed.

- The school works collaboratively with Local Authority (LA) officers and other agencies to identify any existing barriers to inclusion and consider how these may best be overcome.
- Inclusion is recognised as the responsibility of all school staff.
- All staff to have access to suitable professional development opportunities to support the development of inclusive practice.

Definitions of Special Educational Needs (SEN):

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them that can be described as:

- significantly greater difficulty in learning than the majority of others of the same age
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

Types of SEN

SEN is divided into 4 types:

Communication and Interaction - this includes children with speech and language delay, impairments or disorders; specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia; hearing impairment; and those who demonstrate features within the autistic spectrum.

Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

However in defining what constitutes SEN, it should be noted that:

- *Behavioural difficulties do not necessarily mean that a child or young person has an SEN and should not automatically lead to a pupil being registered as having SEN*
- *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.*
- *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*
- *Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.*

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 that is:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise. It defines 'long-term' as 'a year or more' and 'substantial' as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we are proactive in ensuring that we:

- Do not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Roles and Responsibilities

Headteacher

The Headteacher is responsible for the strategic oversight of provision for pupils with SEN and will report to the governing body regarding the effectiveness of the schools SEN policy and practice.

Special Needs Coordinator (SENCO)

The SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the effectiveness of Teaching Assistants supporting pupils with SEN.
- Overseeing the records of all children with SEN and Disability.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and Educational Psychology services, health and social services, and voluntary bodies.

The school will ensure that adequate time is allocated to allow the SENCO to fulfil this role effectively.

Teachers

Charlesworth School recognises that planning for progression and differentiation are fundamental to successful teaching and learning, and that high expectations of progress must apply equally to children working above, at, or below age-related expectations, including those who have SEN. We have an expectation of participation, fulfilment and success for all our children. Good teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep children on trajectory and rigorous assessment to check and maintain progress. There should also be clear plans to support those who are struggling. This is consistent with the 'Quality First Teaching' approach, the key characteristics of which are:

- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups

- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and praise to engage and motivate pupils
- ongoing informal and formal assessment

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Governors

Governing Bodies have statutory responsibilities for pupils with SEN stating that they must:

- Ensure that the school makes the necessary provision for every pupil with SEN.
- Ensure that parents know how they can raise concerns about provision for children with SEN and how their concerns will be investigated.
- Review the schools' budget, to consider the employment of SEN support staff and monitor the levels of resources spent on supporting pupils with SEN.
- Assist 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.

Provision for children with Special Educational Needs and/or Disability

Identification of Pupils with SEN:

Early identification of pupils with SEN is a priority. The school uses appropriate screening and assessment tools to ascertain pupil progress for all through:

- Evidence obtained by teacher observation/assessment.
- Baseline assessment results.
- Performance in National Curriculum against year group expectations.
- Standardised screening or assessment tools.

- Observations of well-being and involvement in relation to learning (following an adaptation of the Leuven's Scale)
- Assessments by a specialist service such as Educational Psychology.

Progress is the crucial factor in determining the need for additional support. Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded on the school's SEN register and supported through:

- Differentiated curriculum support within the class.
- SEN support through a graduated approach (additional support through a four-part process).
- Additional support through an Educational Health Care Plan (formerly a Statement of Educational Need).

At Charlesworth School we use the definitions of adequate progress as suggested in the revised *Code of Practice (2014)*, that is, progress which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is on par with pupils starting from similar baseline but less than most of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Enjoys full curricular access.
- Is satisfactory to pupils and parents/carers.
- Demonstrates an improvement in self-help or social /personal skills.
- Demonstrates an improvement in the child's behaviour.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify those who are not progressing satisfactorily and who may have additional needs. Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

A Graduated Approach to SEN Support:

Where it is determined that a pupil does have SEN, parents/carers will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle that enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted if this is felt to be appropriate following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that is required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching

strategies/approaches that are being employed and the outcomes that are being sought.

An SEN Support Plan will be used to record strategies for pupil progress. It will draw upon information on:

- Environmental Strategies - How the child's physical, personal and instructional environments are changed to support their needs.
- Positive Skills.
- Rewards Strategies - Meaningful rewards and praise linked to the child's targets.
- Reactive Strategies - Planned and consistent adult responses and strategies used when difficulties arise.

It will also contain the view of the child and the parent(s)/carer(s), appropriate learning targets and the actions/support that will enable the pupil to achieve these targets. The SEN Support Plan will only record that which is different from or additional to the normal, differentiated curriculum and will focus on 2 or 3 individual targets that closely match the pupil's needs. SEN Support Plans will be discussed with the pupil and parents/carers.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and difficulties, problem solving and advising of the implementation of effective support will be provided by the SENCO who, in collaboration with the class teacher, will decide the action required and the nature of the intervention to help the pupil progress. Based on the results of previous assessments the actions could include:

- Deployment of extra staff to work with the pupil.
- Provision of alternative learning materials/special equipment.
- Group support.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.
- Staff development/training to undertake more effective strategies.
- Access to LA support services for advice on strategies, equipment or staff training.

Review

A review of the SEN Support Plan will be carried out on a termly basis to monitor the child's progress. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents/carers. The class teacher and SENCO, in conjunction with the parents/carers and pupil, will revise the support and targets based on the pupil's progress and make any necessary amendments.

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multiagency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including parents/carers, teachers, SENCO and other professionals.

Information will be gathered relating to the current provision on offer, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by representatives from Education, Health and Social Care about whether the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can found via the SEND Local Offer www.derbyshiresendlocaloffer.org

We also encourage parents/carers to make use of the Derbyshire Information, Advice and Support Service for SEND (formerly known as Parent partnership) which provides free and impartial advice. The website can be accessed at <http://www.derbyshireiass.co.uk> and the contact telephone number is 01629 533668.

Supporting Pupils at School with Medical Conditions:

At Charlesworth School we recognise that our pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) or a statement, or Education, Health and Care (EHC)

plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is then followed.

Allocation of Resources

Each year we map our provision to show how we allocate resources to each year group. The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it and that the objectives of the SEN policy are met.

Admissions arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the SEND Code of Practice 0-25 (2014). In considering the admission of a child with SEND, the governors will also consider whether the school has the necessary resources to effectively meet that child's needs and the impact on the provision for the rest of the children across the school. The Governing Body considers inclusion to mean every child in the school and will consider any admission in light of this inclusive ethos.

Complaints procedure

Our school complaints procedure is outlined in the school prospectus and can be found on the parent page of the school website. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

Links and partnerships with external agencies/organisations.

At Charlesworth School we recognise the important contribution made by external support services in the identification, assessment and provision for pupils with SEN.

- Educational Psychologist Service provides support and advice for school and parents when needed and reviews the school's requirements annually.
- Special Needs Support Service (SSSEN) visits regularly to provide specific information, shares resources and provide in-service training.
- Behaviour Support Service (BSS) is used by the school to advise and support on behaviour interventions.
- Sensory Impairment Team provides support children who have visual or hearing impairment and advice for their teachers.

The SENCO liaises frequently with a number of other outside agencies (for example the Community Paediatrician, Speech and Language Therapists or CAMHS) as needed. Parents/Carers are always informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Charlesworth School firmly believes in developing a strong partnership with parents/carers to enable children to achieve their potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership.

We consider parents/carers of pupils with SEN as valued partners in the SEN process. Depending upon age and appropriateness, pupils with SEN will also be encouraged to participate in any decision-making affecting them. At review meetings with parents/carers we will always try to make sure that the child's strengths as well as difficulties are discussed. Where suggestions are made as to how parents/carers can help at home, these will be specific and achievable.

Regular communication between our school and home will ensure that concerns are promptly acted upon. Where this does not happen, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue(s), the governing body.

Links with other schools/transfer arrangements

Staff will meet with parents/carers and pre-school providers prior to pupils starting at our school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to discuss the child's needs further. When children with SEN transfer from Charlesworth School to new schools, details of particular needs and additional required provision will be shared accordingly. The SENCO will supply any further information upon request.

SEN Policy Review

At Charlesworth School we consider the SEN policy document to be important and, in conjunction with the Governing Body, the Headteacher and SENCO undertake a thorough review of both policy and practice each year in line with

the school's policy review schedule. The outcomes of this review are used to inform the School Improvement Plan.

Staff and governors will be involved and asked to contribute to the review and all staff will be informed of the outcome of the review.

