



Deighton Gates Primary School

Policy for Inclusion and Special Educational Needs

At Deighton Gates Primary School we are committed to raising standards for all children's individual needs. Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. As an inclusive school we offer equality of opportunity to all groups of pupils within school and strive to redress any mechanisms which might exclude children from equal access to, participation in and outcomes of schooling based on language or culture, gender, physical, intellectual or emotional state or socio-economic status. The groups include:

- Boys and girls
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as a second language
- Pupils who have special educational needs
- Pupils who are gifted and talented
- Pupils who are looked after
- Pupils with a physical disability
- Pupils who are at risk of disaffection or exclusion, sick children, young carers, children from families under stress

We will ensure:

- The diversity of school members is recognised
- That all members of the school community are entitled to be treated with respect
- That all children access a broad and balanced curriculum
- That the curriculum is appropriately planned to take into account the prior learning and specific learning needs of each individual, regularly assessing learning and planning intervention for those pupils whose rate of progress is cause for concern.

Provision will be addressed through planning, resourcing, the curriculum, extra curricular activity, training of staff and targeted support from our Inclusion Team or outside specialist agencies.

Special Educational Needs

A pupil is defined as having Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision to be made for him or her. At Deighton Gates we believe that wherever appropriate, children with special educational needs should be educated alongside their peers in the mainstream classroom.

Our policy aims to:

- Successfully implement the Special Educational Needs Code of Practice (January 2015), working within the legal framework to ensure that all children with SEN are identified through co-operation and partnership with parents, school and other outside agencies as appropriate.
- Meet the needs of all identified SEN pupils ensuring their appropriate progress and achievement in academic, social and emotional development.
- Review the needs of all pupils to ensure the most appropriate provision and differentiation is delivered.
- Ensure school maintains an up to date SEN register and regularly updated Provision Map.
- Ensure appropriate IEPs (Individual Education Plans) and GEPs (Group Education Plans) are written for all children who require them.
- Support all school staff, parents and governors on these issues.

Disabled children and young people

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: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined 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.

Co-ordination of the Policy

The SENCO’s responsibilities in school are as follows:

- overseeing the day-to-day operation of the school’s SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN

- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The Governing body

- The SEN governor liaises with the SENCO and reports developments to the Governing Body.

The four broad areas of need:

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support – see Chapter 6, paragraph 6.28 onwards of the January 2015 Code of Practice, for a fuller explanation:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Education, Health and Care needs assessments and plans

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan otherwise known as an EHCP.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for

them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's

If a child has an EHCP then the following will happen in school:

- The class teacher, with support from the SENCO, must ensure that the provision set out in the plan is administered and acted on.
- Named and relevant outside agencies to liaise with school via the SENCO to ensure they meet their named provision on the EHCP.
- The SENCO will liaise with new setting if child will be moving school.

Assessing children with SEN

- Children will be assessed against their own personalised curriculum. They will be assessed as either working towards an expected standard, working at an expected standard or at greater depth of an expected standard. For those children at the end of KS1 and KS2 they will also be assessed against the interim framework which includes the pre-key stage assessment which is for those children whom are not working within the interim framework standard. In Reception children will be assessed against the early Learning Goals and a more detailed assessment sheet used (provided by the Early Years Special Education Needs Inclusion Team) to track their attainment.

Allocation of Resources

- Teaching assistant support (FFI & School Budget Share) is allocated through use of available funding to meet the identified needs of pupils.
- A range of educational materials appropriate in supporting the needs of children with SEN are available in school and additional items are purchased as needed from the SEN budget.
- Children with specific needs receive educational support from outside agencies such as speech and language services and West Oakes SILC.

Facilities

- School has a disabled toilet and level entrance to the main entrance of school. There are ramps to allow access between the playgrounds.

Review of Provision

- Reviews of IEPs and GEPs take place regularly, with progress measured against the objectives and IEP and GEP content updated appropriately.
- In addition a formal Annual Review takes place for children with an EHCP and those with a high level of FFI funding.
- All parents/guardians of children on the SEN register have an annual review with the class teacher as part of parent/teacher evenings.

Working in Partnership

- School strives to form an active working relationship with the parents of children with SEN. Parents are kept informed of the provision the school is making for their child and regular meetings with the class teacher and SENCO will be offered to discuss the child's progress and help reinforce at home the learning and strategies being used in school.
- Referral to outside agencies gives school access to specialist support for individual pupils, including educational psychology, speech and language, learning support and behaviour support.
- We believe that the views of pupils are important and where possible these are built into assessment and reviews.

Link to the January 2015 Code of Practice: 0-25 Years

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_Code_of_Practice_January_2015.pdf