

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C25

Revision 9

Issue date: 12.11.19

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Policy to promote the successful inclusion of children with special educational needs and disabilities at Egginton Primary School

At Egginton Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

“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 school.”

It is accepted that children are individuals and in that sense all pupils have special needs. It is our aim to meet those needs as far as we are able. It is intended that all children should have equal access to the curriculum and that the LEA policy for Equal Opportunities is put into practice.

As a Rights Respecting School we recognise the rights of all children. ‘Education should help a child to learn to respect other people.’ (Article 29) ‘Children have a right to special education and care if they have a disability.’ (Article 23) To this end, to help the children understand their rights and responsibilities, it is part of our working practice that the children are given the opportunity to learn about a range of disabilities such as, Autism awareness, Diabetes and visual or hearing impairments. We work closely with families and support services to ensure this is conducted in an appropriate fashion.

The responsibility for providing for the special needs of pupils including those with disability or learning difficulties is considered to be an integral part of all teaching and learning. It is therefore our aim to provide appropriate support for the following Special Needs:

- Those who far exceed the average performance of the class
- Those who are not achieving at a level appropriate to their age/ability
- Those who are experiencing difficulty through a physical sensory disability
- Those who are experiencing difficulty in connection with equal opportunities
- Those who have emotional/behaviour problems

It is felt to be important that there is effective liaison between pre-school agencies and also the Secondary School to which our children transfer, so that the special needs provision is continuous and does not conflict in any way.

It is important that parents are kept informed and are consulted at all stages about any decisions, or action taken regarding their child. The school has a responsibility to make every effort to ensure that the right of the child to have their needs met is upheld.

Roles and Responsibilities

The Special Needs Co-ordinator is committed to the school inclusion policy and is responsible for:

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- Day to day operation of school's SEN policy
- Liaising with and advising fellow teachers
- Co-ordinating SEN provision in school (as detailed above)
- Maintaining school's SEN register and overseeing SEN recording
- Ensuring that there is liaison with parents of children with SEN
- Contributing to staff development
- Liaising with external agencies
- Liaise with SEN Governor.

It is expected that all children who have special needs will be given as much support as possible as a matter of routine. This is the responsibility of all staff with whom they come into contact.

Admissions

The School Admissions Policy is inclusive and applies to all pupils – there are no special arrangements for pupils with Special Educational Needs.

Specialisms

The school will, where necessary, employ staff who are specially trained in the area of special needs to support children who have complex needs. The building has been adapted and has an accessible toilet and every effort is made to accommodate pupils. This is also achieved by seeking and acting upon specialist's advice and guidance.

Training

Every effort will be made to ensure that staff receive the training they need in order that they can meet the needs of all pupils in their class. Specific training details are outlined in the School Development Plan, where appropriate.

School Responsibilities/Pupil Entitlement

All children, including those with Special Needs, have access to a balanced and broadly based curriculum including the EYFS and National Curriculum. Where possible the general curriculum is delivered in a similar way to all children. Where necessary, those children with special needs are provided with work of increased differentiation, and every effort is made by the class teachers to provide additional in-class support, which may be individual help from the teacher or other adult assistance. Where possible and appropriate withdrawal groups are used.

Inclusion

All special needs pupils are fully integrated into the life of the school as far as that is reasonably practical, bearing in mind their needs and those of other children and the efficient use of resources.

Facilities & Equipment

The school has the right equipment to meet the needs of children currently in the school. In the event that a child was admitted and needed additional facilities & equipment, every effort would be made within budget constraints to ensure that the appropriate facilities and equipment were provided.

Links with other Schools/Organisations

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Full records are kept to inform the receiving school. Transition arrangements are made for receiving staff to visit school to meet pupils and have individual discussions with relevant staff. Visits of pupils to the receiving school are also arranged. The school also welcomes visits from pupils/staff from Special Schools who wish to gain experience of mainstream education.

Staff also have the opportunity to visit other schools with SEN pupils, both special and main stream. The school works closely with health, social services & voluntary organisations as appropriate.

Curriculum

No child is disapplied from the EYFS/National Curriculum. The EYFS/National Curriculum is applied flexibly so that all pupils have the opportunity to meet their individual needs. This is achieved through the well-established target setting process in the school.

Identification Assessment, Monitoring and Reviewing**Identification -**

This takes place in a variety of ways and may involve all or some of the following people:

- The class teacher, who has an ongoing responsibility to monitor the progress of all children;
- Parents may alert the school to their child's special needs;
- Outside agencies such as health service, social services, education psychologist.

Allocation of Resources -

Resources both human and monetary are directed towards promoting and underpinning inclusion.

Assessment -

This process is uniform throughout the school and is in line with the code of practice.

Parents will be involved at all stages.

1) The usual differentiated curriculum of the school

ELS/ booster/termly targets

2) SEN Support

- Provision Plan
- Specialists from outside school involved
- Possible in-depth assessment
- Statutory Assessment

Monitoring and Review -

Staff monitor all children including those with special needs on an ongoing basis.

In addition:

- there are regular formal staff meetings where the provision for children with special needs is discussed and further action agreed and planned;

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- the headteacher monitors termly the progress of children with SEN to ensure that needs are met and progress is made.
- meetings take place with the education psychologist to discuss particular children;
- an annual review meeting will take place with parents of children who have an Education Health Care Plan.

The Agenda for this meeting will include information about:

Past Support and present arrangements
 Proposed Support (over next year)
 Requests for Written Information

All those who are concerned with the child, including parents, teachers, outside agencies, have access to all records and information.

The SENCO will produce and publish an online school SEN Annual Information Report.

Parents and Partners

Details of the Special Needs Policy are given in the School Prospectus and the Governors Annual Report. All parents are given the opportunity to voice any concerns and/or discuss progress in the following ways:

- formal/informal discussions at any time on request. All parents are given a specific invitation to update the school about any concerns that they may have about their child;
- it is essential that parents of children with special needs are consulted and involved in both the planning and implementation of any action in relation to their child;
- once a concern has been expressed, parents' views are immediately sought and recorded in a way that is standard throughout the school.

The school is keen to ensure that they have an effective partnership with parents and therefore staff work hard to create a climate in which parents feel able to discuss any difficulties or problems they may have. If after discussion with the school they are still not satisfied with the provision made, there is a complaints procedure which is outlined on the school website.

Outside Agencies

The school has access to the following services:

- specialist teachers of children with hearing, visual, speech and language impairments, general learning difficulties and behavioural problems;
- educational psychologist and advisers or teachers with a knowledge of information;
- technology for children with Special Educational Needs.

The school has regular contact with the Child Health Service and access to Social Services or the Education Welfare Service. The school is also able to make referrals or ask for advice through the Starting Point Service.

Policy Evaluation and Review

The Policy is reviewed on an annual basis.

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Evaluation takes place through verbal discussion with parents concerned and also through the annual parent survey in which all parents are invited to take part.

Appendix A - Accessibility Plan

Appendix B - Egginton School Review Cycle

Egginton Primary School **Accessibility Plan 2019– 2020**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Our Accessibility Plan allows us to fulfil the school vision statement – To Be All That I Can Be.

It is a requirement that the school's Accessibility Plan is resourced, implemented and revised as necessary and reported annually in the School Profile and Prospectus. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The school has identified its priorities by taking into account the views of pupils, parents, staff, governors and other agencies involved.

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Improving Access to the Curriculum

Action	Person responsible	Budget	Performance Indicators	How will it be monitored	By when
Staff to continue current practice of differentiating appropriately to meet the needs of all pupils. TAs will be allocated as appropriate to provide support needed.	HT, class teachers	None	Pupils needs will be successfully met in classes	Data, lesson observations, work sampling	Ongoing
To purchase laptops / iPads to enable personalised learning and ensure access to the curriculum for children with SEND.	HT / ICT co-ordinator	TBC	Pupils with SEND have access to iPads / computers to enable full access to the curriculum.	Lesson observation, learning walks	Ongoing
Ensure that all school trips and residential are accessible for pupils with SEND.	Visit leaders, Educational Visit coordinator	None	All school visits are accessible to all pupils.	Educational Visit risk assessment, pre-trip visits	Ongoing
Ensure that relevant lunchtime and after school clubs provided by the school are accessible for pupils with SEND.	Club leaders, year group leaders	None	Lunchtime and after school clubs are accessible to all pupils.	Informal monitoring of clubs, feedback from children and parents	Ongoing

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Improving Access to the Physical Environment

Action	Person responsible	Budget	Performance Indicators	How will it be monitored	By when
Meet with any disabled pupil and their family before their first day and talk with their previous provider and specialists involved to ascertain needs.	HT/SENCo	None	An action plan will be formulated to aid the induction of any disabled pupil.	Plan will be reviewed.	Ongoing
Ensure fire procedures take account of the needs of pupils with disabilities.	HT	None	New routines will be formulated	Observation of fire evacuation, scrutiny of evacuation plan	Annually
To ensure that all labels and signage is clearly written and displayed at an appropriate height.	HT / caretaker / class teachers	None	Signs are written appropriately and displayed at the correct height.	Learning Walks by HT. Governor visits.	Ongoing

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Improving Access to Information

Action	Person responsible	Budget	Performance Indicators	How will it be monitored	By when
Continue current practice of ensuring all printed work given to pupils is appropriate for use.	All staff	None	Pupils are able to access work	Observation	Ongoing
Ensure that any printed text provided to pupils and parents with a specific visual need are appropriate to their needs.	Teachers, HT,	None	Text will be accessible	Observation, feedback from pupils and parents.	Ongoing

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Appendix A

EGGINTON REVIEW CYCLE

September	EYFS Baseline
October	Review PP from May Discussion with Educational Psychologist (if appropriate) Discussion of PP at parents' meeting On-going teacher assessment Pupil Progress meetings – whole class progress document created.
November	
December	On-going teacher assessment Pupil Progress meeting
January	
February	
March	Pupil Progress meeting Review PP On-going teacher assessment
April	
May	Review PP in discussion with next teacher Identify and review children regarding 'academically more able' On-going teacher assessment Statutory Assessment Y1 Phonics, Year 2, Year 6
June	Pupil Progress meeting end of year progress.
July	Whole class profile discussed with next teacher

Reviewing Provision Plans

A review of a PP does not necessarily mean rewriting targets. It may simply be a point to take stock.

If the targets still apply, simply date and make comments as to progress or problems found.