



Dore Primary School Policy for Special Educational Needs & Disability and Inclusion 2016

Policy Statement

Dore Primary school is committed to providing an appropriate and high quality education to all our pupils. We believe that every child, including those identified as having Special Educational Needs & Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum. All Dore Primary School pupils will have the opportunity to be included in all aspects of school life.

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

Dore Primary School is committed to Inclusion. This does not mean that we will treat all learners in the same way but that we will respond to the individual needs of our pupils. We believe that inclusion is about equal opportunities for all learners regardless of their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for different groups of learners including;

- Girls and boys
- Ethnic minorities
- Pupils who needs support to learn English as a additional language (EAL)
- Pupils with Special Educational and behavioural Needs including:
 - Cognition and Learning Needs
 - Behaviour, Emotional and Social Development Needs
 - Communication and Interaction
 - Disabled pupils: Sensory and/or Physical Needs
 - Gifted and talented pupils
 - Pupils that are Looked After by the local authority
 - Others including those may be sick, young carers or in families under stress.

At Dore Primary School, we recognise that pupils learn at different rates and in different ways and we aim to identify the needs of our pupils to enable every one of them to achieve their potential.

The Inclusion Leader/SENCo is Jason Fletcher who reports regularly to the Senior Management Team and Governing Body. The SEND Governor is Sharon Court.

Objectives

1. To ensure the SEND and Disability Act and relevant Codes of Practice are implemented effectively across the school.
2. To ensure equality of opportunity and to eliminate prejudice against, pupils with Special Educational and Behavioural needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning and delivery of lessons by class teachers, SENCO and support staff as appropriate.
5. To enable pupils to move to secondary school well equipped in the basic skills of literacy, maths, and social independence.
6. To involve parents/carers and the children themselves in any decision making that affects them.

Arrangements for coordinating SEN

1. The SENCo and Senior Leadership Team (SLT) will meet regularly with class teachers and support staff to discuss the progress and attainment of SEN pupils, monitor provision and review individual targets.
2. At other times, the SENCO will be alerted to new concerns through the Teacher Concern form.
3. Reviews will be held for pupils at SEN support in Autumn, Spring and Summer. The SENCo and class teacher will be present and parents will be invited to attend these reviews.
4. The SENCO, together with the SLT, monitors the quality and effectiveness of provision for pupils with SEND.

Identification Procedures

The school's tracking system (Tracker +), along with teacher assessment is used to identify children who are not progressing at the expected rate. This system includes reference to information provided by:

- Reception Baseline assessment results
- Speech Baseline Assessment
- Current National Curricular descriptors for the end of Key Stage
- Progress measured against P level descriptors
- Dyslexia Portfolio
- YARC assessment tool
- BPVS
- NFER Non-verbal reasoning results.
- Interim SATs results
- Observations of behavioural, emotional and social development.
- A statement of SEN/EHCP.
- Assessments made by specialist services such the educational psychologists and learning support team.

Differentiated Curricular Provision – Quality First Teaching

In order to make progress, a child may only require differentiation of the whole class plan. This differentiation may involve modifying

learning objectives, teaching styles and access strategies. Teachers will differentiate their lessons to enable all pupils in the class to be adequately challenged and make progress.

Monitoring of progress will be carried out by the class teacher and will be reviewed with the SENCO. As part of the review process, the SENCO, class teacher, teaching assistant or parents/carers may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by the current provision. Where this is the case, a decision may be made to make provision at **SEN support** level.

SEN Support

Provision at this level **may** involve the involvement of **specialist services**. A variety of support can be offered to the school such as advice/training about targets and strategies, specialised assessment or direct work with the child. The specialist services may contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving SEN support will have individual targets agreed by parents, children and teachers. Reviews will take place with parents/carers three times per year.

Early Years

Pupil progress in the Foundation Stage is carefully monitored by the Foundation Stage teachers. Any concerns are reported to the SENCO.

School request for a Statutory Assessment/EHCP/My Plan

For a child who is not making adequate progress despite a period of SEN support, and in agreement with the parents/carers, the school may, by submitting an MPA 1 form, request the LEA to make a statutory assessment to determine whether a Statement of Special Educational Needs is necessary (Education & Health Care Plan). If it is agreed by all partners that an EHC plan may not be appropriate then a My Plan could be initiated which will outline the needs, provision and outcomes for the child.

Statement of Educational Needs to be replaced by the Education, Health and Care Plan (EHCP).

A child who has a statement of Educational Needs will receive support as outlined in the statement or EHCP. There will be an Annual Review, chaired by the SENCO or other lead professional to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement/Plan or to the funding arrangements for the child.

SEN and Inclusion Training

- The SENCO attends regular LEA/Fusion-run meetings and courses to update and revise developments in Special Educational Needs and Inclusion.
- Special Educational Needs are included in the school's long-term goals and School Development Plan.
- In-house training to be provided through staff meetings by the SENCO. Teaching staff to have access to SEN/Inclusion professional development opportunities.
- Teaching Assistants to attend SEN/Inclusion courses as and when appropriate. All teaching assistants to complete formal LEA training modules.

Transition Arrangements

- The SENCO/ Foundation Stage teachers will liaise with local nursery and pre-schools as well as the SENCO/ Y6 teachers at the local secondary schools regarding the transition of SEN pupils to and from Dore Primary School.
- The SENCO will organise the passing on of details of SEN pupils to the child's next teacher at the end of each school year.

Inclusion

Commitment to educational inclusion at Dore Primary School is demonstrated through:

Leadership and Management

- The implementation of inclusive policies, procedures and structures
- The collection of analysis of data to inform future practices
- The involvement of staff, children, parents and governors
- Continuous Professional Development (CPD)

Teaching and Learning

- The creation of stimulating positive learning environments
- Creative Curriculum
- The use of assessment, monitoring and evaluation to ensure all participate and make effective progress
- Effective staff teamwork strategies
- Continuous Professional Development (CPD)
- Evaluating the effectiveness of resources.

Parents/Carers, Governors and Community Groups

- The school will share its practices with parents/carers and governors.
- Regular review of SEN issues at Governor's meetings. SENCO and SEN Governor to liaise on a regular basis.
- The school will create effective partnerships and build an effective ethos with members of the local community.

Communication

If the graduated response results in internal or external assessment then the Inclusion leader will inform parents wherever possible the date and time of the assessment. The inclusion leader will meet with parents/carers as soon as possible after a learning difficulty is identified to discuss next steps and explain any technical details included in reports or diagnostics.

Parents are encouraged to meet and discuss any concerns regarding their children's learning at anytime with the inclusion leader who operates an open door policy wherever possible.

**Review of policy -
Ammended April 16**