

Greenmount Primary School
Inclusion Policy
2016

Aims and Objectives

Greenmount Primary School aims to be an inclusive school which provides children with high standards in the basic skills, within the context of a broad, rich and enjoyable curriculum. Our goal is that each child who has any challenging barriers to learning receives the extra support they need without stigma.

Within the school a number of children will be identified as having Special Educational Needs (SEN), Additional Needs (AEN), and/or Barriers to Learning. These children will need support to ensure that the standards they achieve appropriately match their developing abilities. The specific needs of the identified:

- Emotional or behaviour needs
- Medical or physical needs
- General or specific learning needs
- EAL needs
- Attendance
- Social
- Vulnerable pupils

The majority of children with SEN require on-going, planned support but some children will need SEN provision on a temporary basis to meet specific short term need e.g. convalescence after an illness/operation/accident, personal trauma, poor attendance.

We have a care suite in school to support the needs of physically disabled children. The school is fully equipped for wheel chair access.

*for the purposes of this policy hereafter children with AEN and Barriers to learning will be referred to as having SEN

Purpose of the Policy

The policy ensures that all staff and governors understand their role in providing consistency and continuity in provision of teaching and learning.

The policy ensures that the school and governing body meet their legal requirement in SEN and Inclusion provision regarding the entitlements of pupils and their parents. The policy is clearly linked to "Every Child Matters" agenda, Disability Rights Code of Practice/Disability Discrimination Act 2005 and the Race Equality policy.

In Line with 1996 Education Act and the Code of Practice 2005 and Special Educational Needs and Disability Code of Practice 2015

- We aim to make early identification and assessment of children with SEN and/or Barriers to Learning and ensure all staff members have a shared responsibility for identifying and supporting children with such needs.
- We recognise the importance of involving parents at all stages providing opportunity to support their children in their education and we provide translators if necessary.
- We differentiate learning activities and learning materials and aim to provide a broad and balanced curriculum in line with National Curriculum requirements.
- We employ a systematic method of reviewing and recording the children with SEN.
- We aim to make effective use of outside agencies to support the work of staff and parents of meeting the needs of SEN children.

SEN and Teaching and Learning

The management and organisation of the school and of each classroom should ensure that the SEN pupils are well motivated, achieve success across the curriculum and have a positive self image and attitude towards learning and developing social relationships.

The work presented to the children should be stimulating and appropriately challenging to ensure children achieve their maximum potential. Clear targets should be set and appropriate small scale learning steps planned (IEPs). There are a range of additional provisions which provide an enhanced curriculum to meet the children's needs (refer to provision map).

Children with SEN have the right to:

- Enjoy the same access of learning and progress.
- Receive appropriately matched, well presented work and assessment activities.
- Work successfully alongside their peers.
- Experience the same rewards and sanctions systems as their peers and differentiated where appropriate.

Greenmount Register and SEN Files

The Greenmount register is kept on SIMS and IEPs and documents/letters from other agencies are attached electronically to individual children's records. The children's SEN files are locked in the special needs cupboard.

At Greenmount we have children with a variety of SENs such as:

- Significant Learning Difficulties

- Specific Language Disorders
- Autism
- Moderate Learning Difficulties
- Hearing Impaired
- Emotional and Behavioural Difficulties
- Physically Disabilities
- Epilepsy
- Spina Bifida
- Global Delay

We also have a number of children who for a variety of reasons concern us in respect of their achievement in basic number and literacy skills. Where necessary a group or individual IEP will be written for these children to ensure that their immediate needs are met and they can progress sufficiently to access the curriculum independently.

In order to monitor the progress of children experiencing difficulties the Inclusion Manager and SEN teachers meet class teachers face to face on a weekly rolling programme. IEPs are written at the beginning of a term, the teacher keeps a copy and one is attached via SIMS to the child's file, the targets set are reviewed throughout the term, annotated and new ones set when achieved. The IEP is sent home to parents and they are offered opportunities to discuss with the Inclusion Manager/SEN teachers any questions they may have.

Roles and Responsibilities

Role of the Governing Body

Chair of Governors is Clark Kellow

The 1996 Act made Governors responsible for insuring that children with SEN were catered for in their schools and that they are identified, their needs known and that everyone understands the importance of providing for them.

The Headteacher Ms Jenny Wilde

The Headteacher is responsible for the day to day management of all aspects of Greenmount Primary Schools work, including inclusion provision and keeping the Governing Body informed. The Head teacher works closely with the Inclusion Manager to ensure that the Inclusion Policy is implemented.

The Inclusion Manager Mrs Sarah Priestley

The Role of the Inclusion Manager includes:

Liaison with external agencies including the following:

- Educational Psychologist
- Ms Katherine Selkirk

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| ○ Speech and Language Therapist | Trish Hedley (NHS)/Anne Franklin |
| ○ Head of Service | Kirsty Quayle |
| ○ DAHIT (Hearing Impaired) | Linda Gledhill/Anna Harvey |
| ○ School Nurse | Angie Cockerham |
| ○ SEN Inclusion Team (SENIT) | Joan Kavanagh |
| ○ Early Years Support Team | |
| ○ Leeds Inclusion Support Service | |
| ○ Learning Partnerships | |
| ○ Community Paediatrician | |
| ○ St Georges Child Development Centre | |
| ○ Physiotherapist | |
| ○ Occupational Therapist | |
| ○ Pupil Referral Service | |
| ○ Health Visiting Team | |

Promote and extend close partnerships between school and all other agencies in line with “Every Child Matters”.

Liase with EAL co-ordinator to ensure that children are appropriately signposted.

Ensure new staff receive information and a copy of the Inclusion policy and support in providing IEPs and a relevant, differentiated and meaningful curriculum.

Ensure that all class teachers and support staff use the IEP targets effectively

Review the Inclusion policy.

Organise reviews of IEP’s and EHC plans.

Role of the Class Teacher

Responsibility for the day to day operation of the Inclusion Policy is a primary responsibility of all teachers, as they have daily contact with the children and the most knowledge about individual children’s needs. It will be the class teacher who will make the greatest contribution to planning and evaluating the success of the IEP.

In order to fulfil their responsibilities the class teacher needs to:

- Share concerns with the Inclusion Manager/SEN teachers
- Identify children with SEN and inform the Inclusion Manager
- Differentiate work to the ability and skills of the child
- Ensure access to the National Curriculum
- Involve TA in planning for SEN and ensure they have full access to planning and IEPs

- Liaise with parents and encourage them to take an active part in supporting their child
- Plan and evaluate group and individual IEPs on a regular basis at face to face meetings with Inclusion Manager and SEN teachers
- Provide written reports for annual reviews and statutory assessments
- Attend annual reviews when possible

Role of SEN Teacher

The SEN teachers support learning in class for identified children with SEN, teach small focus group for phonics and Numicon.

Children who are identified for Nurture Group provision are assessed using the Boxall Profile and medium term plans are derived from this assessment. The Boxall Profiling is done every term to monitor impact.

Role of Behaviour Support Worker

We have a trained BSW who supports children's behaviour at lunchtimes. She works closely with the Head teacher to develop strategies for children identified with behavioural issues.

Role of Core Therapeutics

Core Therapeutics support our inclusion ethos and enhance the learning at Greenmount by:

- One to one counselling
- Small nurture group provision
- Drawing and Talking Therapy
- Sibling groups
- Parent and child groups

Parental/Guardian Involvement

We strongly promote parental involvement in the school. Parents of children with SEN are informed of our concerns immediately. They are introduced to our Inclusion Manager/SEN teachers who explain the monitoring system, IEP targets and told that their child will be included in the SEN register.

Parents are involved at every stage and permission is sought prior to the involvement of external agencies. Parents are invited to meet the representatives from whichever agency is involved.

Our Family Support Adviser and Learning Mentor are available for individual consultations.

Identification

The Code of Practice recommends that schools and LEAs adopt a staged approach to identification, assessment and review of SEN children without statements. For this we use the Leeds ISAR procedure. It is important to realise that most children will not pass beyond the first two stages of ISAR. However should it be necessary to apply for a statutory assessment then all processes of ISAR will have been completed before assessment can take place.

See appendix for a review of ISAR

Special Needs and Classroom Policy

It is the policy of the school to integrate children with SEN/Barriers to Learning in the classroom with a carefully differentiated curriculum to empower the children to meet their full potential. It may be that it has been in the child's interest to be in a year group with children of a younger age. This is not common practice and is only done after careful consideration and with full agreement of the parent or guardian. We have a comprehensive policy for Behaviour which can be found in the policy booklet. There is also a booklet of strategies to promote positive behaviour which can be found in the blue boxes in each classroom.

Transition Arrangements

When children with SEN transfer to high school we work closely with the SENCo from the new school and if necessary have a review meeting will be arranged with parents, all agencies involved with the child and staff from the new school.

When specialised input or resources are required our school staff will visit with the child and parents to discuss in detail the needs of the child.

Children with SEN coming to Greenmount from another school will have a supported transition and there will be close liaison with the previous school and parents. Approved support and provision will be organised and in place for when the child starts.

Complaints Procedure

The SEN complaints procedure is in line with the schools policy for handling any complaint. See website for details of procedures.

Intially...

- Make an appointment to speak to the Headteacher or Inclusion Manager to discuss any concerns or complaints
- Write to the Headteacher
- Contact Parent Partnerships for help and advice

Appendix

Inclusion and SEN Action Record (ISAR)

School Concern

Initial concern expressed by parent, class teacher or other adult working with the child. Discuss at face to face meetings then class teacher observes and assesses. When progress is reviewed if the child still needs support then they will be moved to School Action.

School Action

Parents are informed that children are being put on the SEN register. IEPs are written for the child and monitored and reviewed by the Inclusion Manager/SEN teachers and the class teacher.

School Action Plus

With the parents' consent the Inclusion Manager will refer the child to external, specialist agencies for advice. This advice will be incorporated into the child's IEP.

Statement of SEN

The needs of the greater majority of children who have SEN should be met effectively under the school based stages without the statutory involvement of the Local Education Authority. However in a minority of cases the LEA will have to make a statutory assessment of SEN.

If after assessment the LEA find it necessary to determine the special educational provision that the child's SEN needs the LEA will write a statement of his/her SEN. This statement will not be attached to any funding.

Appeals Procedure

Parents and legal guardians may appeal against a decision on a statement but schools or other professional agencies have no right to appeal.

If any parent would like to appeal against a decision made in regard to their child's statement they are welcome into school where the Headteacher or the Inclusion Manager will give them information on this procedure.