



## Copnor Primary School Breakfast/After-School Clubs Inclusions Policy

‘Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.’

- The Education Act (1996)

### **Rationale**

At Copnor Primary School’s Breakfast and After-School Club we aim to reduce barriers to learning for children with special educational needs (SEN) by making provisions that are additional to or different from those made for all children throughout the school. This policy is linked to the Education Act (1996) and should be used in conjunction with the schools Inclusions Policy and Teaching and Learning Policy.

### **Aims**

- To ensure early identification of all pupils with SEN
- To address any identified area of SEN effectively using all the resources available to school
- To ensure that all staff within the school are committed to providing effective education for all pupils with SEN
- To ensure that the views of the child are actively sought and taken into account
- To work in partnership with the parents of pupils with SEN and to recognise the vital role they have to play in supporting their child’s education
- To ensure that children with SEN have full access to a broad, balanced and relevant education, including an appropriate curriculum

### **Admissions Arrangements for Children with SEN**

Other than those who have a statement of SEN, all pupils will be subject to the same admission arrangements. Children with a SEN statement will be admitted to Copnor Primary School’s Breakfast/After-School Club if the school is named in section 3 of their statement.

### **Responsibilities**

The management of provision for the education for children with SEN is the responsibility of the Inclusions Officer. He/ She will:

- Oversee the day-to-day operation of the SEN policy
- Co-ordinate provision for children with SEN
- Maintain a provision map that is updated termly, detailing resource allocation, intervention and individual progress
- Liaise with and advise members of staff, including a termly meeting with the Headteacher
- Manage Teaching Assistants
- Oversee the records of all children with SEN
- Liaise with parents with SEN
- Liaise with SENCOs in settings from and to which children transfer
- Ensure the school manages its role effectively in relation to statutory assessments and Annual Reviews
- Contribute to the in-service training of all staff
- Manage the allocated SEN budget
- Liaise with external agencies including the attached educational psychologist, Local Authority support services and health and social service professionals
- Maintain up to date professional knowledge and take a leadership role in the continuing professional development of other staff

Class Teachers have responsibilities for children with SEN placed in their classes. Their role is to:

- Identify, assess and provide for all children’s needs
- Liaise with Teaching Assistants and ensure their support is well planned

- Write individualised plans for children in their class, as required, and keep them under review
- Maintain effective records of all children's progress
- Liaise with the Inclusions Officer
- Ensure parents are kept informed about their children's progress and targets that are set.
- Liaise with professionals from outside the school and put into place the recommendations arising from their support
- Contribute towards Annual Reviews

Teaching Assistants have a responsibility to:

- Increase children's access to learning, assisting them to overcome any barriers with their learning
- Implement interventions that support children to achieve their targets
- Discuss any observations with the class teacher and Inclusions Officer
- Liaise with parents and other professionals, where necessary
- Review progress with children

The Governing Body has the responsibility for agreeing the school's budget allocation for SEN and ensuring it is appropriately allocated.

### **Provision**

Special Educational provision is additional to, or otherwise different from, the educational provision made generally for children of the same age in mainstream schools maintained by the Local Authority.

We ensure our teaching is matched to specific learning needs and that all learners experience a broad and balanced curriculum. In addition, we provide for children by giving learning support either in the classroom or through individual or small group work to learn specific skills by withdrawal for a short time over a number of weeks.

### **Identification, Assessment and Review**

In line with the Code of Practice, we will make early identification of children with SEN, while being mindful that children are individuals and may develop at different rates. We collect information from pupils, parents/carers, previous educational settings, assessments and standardised tests, making particular use of Teacher Assessments within the National Curriculum. We also use observational evidence.

If we have any concerns about a child we will share these with parents/carers and, with their agreement, we will refer to any relevant professionals, where appropriate. Parents who are concerned about their child's progress and development should speak to the Class Teacher in the first instance. Parents who want to speak to the Inclusions Officer are welcome to make an appointment at the School Office or in their child's Home-School Link Book.

Most children's needs will normally be met through differentiated curriculum planning and varied teaching styles. Additional teaching support from Teaching Assistants is deployed to support this process. As stated in the Code of Practice, a child with SEN, including social, emotional and behavioural difficulties, and in need of an intervention programme that is additional to and different from what is usually available, is considered to be **SEN Support**. We make sure that parents are informed about any arrangements made for an intervention programme, including specific targets and the progress that is made. Interventions at this level are normally referred to as 'Wave 2'.

If the child's needs are not being met through SEN Support, then an Individual SEN Support Plan will be prepared detailing arrangements we will put in place to ensure progress can be made. We will involve parents fully in this progress, so they can also give extra support and encouragement at home. Where there continues to be limited or no progress, we will seek parental permission to call upon support and advice from outside agencies

Where a child has such significant difficulties that their needs are not being met through SEN Support, the school or parent will request Local Authority to undertake a Statutory Assessment. This process will be fully explained to parents, if we feel such a request is necessary. The purpose of the Statutory Assessment is to assess SEN in detail and identify the provision that must be put in place. The statement must be reviewed at least annually.

\* Outside professionals might include Educational Psychologists, Advisory Teachers, Primary Behaviour Support Team, Special School Outreach Services and/or health professionals such as Occupational or Speech and Language Therapists.

### **English as an Additional Language**

Children are **not** 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. A child's language ability will be assessed using the S scales and assistance will be requested from the Ethnic Minorities Achievement Services (EMAS).

### **Pupils with Disabilities**

At Copnor Primary School we welcome children with disabilities and are proactively working towards offering a supportive environment to children with disabilities by making reasonable adjustments to facilitate access to the curriculum. We acknowledge that not every child with SEN will have a disability, and not every child with a disability will have SEN.

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