



Copnor Primary School

D10. Inclusion/SEN Policy

Rationale

At Copnor Primary School 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 complies with the statutory requirement within the SEN Code of Practice (2014) and has also been written with reference to the Equality Act 2010 (DfE Advice for Schools Feb 2013) and the Special Educational Needs and Disability Act 2001.

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, and are able to access this safely.

Admissions Arrangements for Pupils with SEN

Other than those who have an Education Health Care Plan (EHCP) or Statement of SEN, all pupils will be subject to the same admissions arrangements. Children with an EHCP or Statement will be admitted to Copnor Primary School if the school is named in section 3 of their EHCP/Statement.

Responsibilities

The management of provision for the education for pupils with SEN is the responsibility of the Inclusion Officer/SENCo, Miss Roberts.

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 and deploy Teaching Assistants
- Oversee the records of all pupils with SEN
- Liaise with parents with SEN
- Ensure the school manages its role effectively in relation to Statutory Assessments and Annual Review
- Liaise with SENCOs from different settings to share information effectively when pupils transfer
- Lead and 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/Social Service professionals
- Maintain up to date professional knowledge and take a leadership role in the continuing professional development of other staff

The SEN Code of Practice (2014) clearly states that '*all teachers are teachers of SEN*' and as such, class teachers have responsibilities for pupils 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 appropriately planned
- Write Individual Learning Plans for pupils with SEN in their class on a half termly basis and review accordingly
- Maintain effective records of all pupils with SEN progress
- Discuss any concerns regarding pupils with the Inclusions Officer (Miss Roberts) or Pastoral Interventions Manager (Mrs McEwan)
- Ensure parents are kept informed about their child's progress
- Liaise with professionals from outside the school and put into place the recommendations arising from their reports
- Contribute to any SEND meetings including Annual Reviews

Teaching Assistants have a responsibility to:

- Increase pupils access to learning, assisting them to overcome any barriers with their learning
- Implement interventions that support children to reach their maximum potential
- Discuss any observations with the class teacher and Inclusions Office/Pastoral Interventions Manager
- Liaise with parents and other professionals where necessary
- Review progress with pupils.

The Governing Body will ensure that:

- The school's budget allocation for SEN is appropriately distributed
- The SEN Policy is published and reviewed annually in an SEN Governors report
- The SEND Information report is updated annually and is available on the school website.

Provision

Special Educational Needs provision is additional to, or otherwise different from the educational provision made generally for pupils 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, learning support is provided either in the classroom or withdrawn through individual or small group work to learn specific skills for a short time over a number of weeks.

Specific interventions that pupils may access are outlined on the school's SEN Information Report which is published on the school website.

Identification, Assessment and Review

In line with the SEN Code of Practice, we will identify any difficulties and concerns with a pupil early, 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 should speak to the class teacher in the first instance. Parents who want to speak to the Inclusions Officer or the Pastoral Interventions Manager are most welcome to make an appointment in the School Office.

Most children's needs will normally be met through differentiated curriculum planning and varied teaching styles. If a pupil is considered to have additional needs and requires group or 1:1 interventions, they may be added to the SEN register as requiring *SEN Support*. If this is required, teachers may write an *Individual Learning Plan* to support the skills that the pupil may be missing.

If the child's needs are not being met through *SEN Support* and progress is limited, an *Individual SEN Support Plan* may be written in conjunction with parents, any external agency professionals and most importantly, the pupil.

Where a child has significant difficulties and an *Individual SEN Support Plan* has been in place for at least two terms, the school may request the Local Authority to consider Statutory Assessment. This process will be fully explained to parents, if we feel such a request is necessary. The purpose of Statutory Assessment is to assess the pupil's strengths, difficulties and needs in detail. It will also outline specific provision that is required for the child. If Statutory Assessment is agreed, a pupil may be given an Education, Health and Care Plan (EHCP).

English as an Additional Language

Pupils are **not** regarded as having a learning difficulty solely because their home language is different from the language in which they will be taught. If there are concerns that the pupil may have learning difficulties in their home language, the school will contact the Ethnic Minority Achievement Service (EMAS) and ask for an assessment to be taken place in their home language.

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.

Policy updated: Sept 2018

Review date: Sept 2019