

INCLUSION - SPECIAL EDUCATIONAL NEEDS POLICY

Adopted December 2009

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Date...7th December 2009

To be reviewed December 2010

GROVE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

1. Introduction

Grove School is committed to providing an appropriate and high quality education to all the students living in our local area. We believe that all students, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all students should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all students can flourish and feel safe.

The Grove SEN Policy reflects the 2004 Student's Act and encompasses the Every Child Matters Agenda. The SEN Policy seeks to ensure that students with SEN have the potential to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve Economic Well being

Grove School is committed to inclusion; it aims to remove barriers to learning. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

The policy is determined by the Special Educational Needs Code of Practice, which has been effective since January 2002 and replaces the 1994 Code. The Revised Code reflects a change of emphasis influenced by more recent legislation: the Disability Discrimination Act 1995, the Education Act 1996, the Human Rights Act 1998 and the SEN and Disabilities Act 2002 all of which give students with SEN a stronger right to be educated at a mainstream school. The policy also pays attention to the Promotion of Good Citizenship Policy of the school. There is also a Disability Access Plan which has been evolved from a comprehensive Disability Audit. (See Disability Equality Scheme 2006-2010).

We believe that SEN provision is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys,
- Minority ethnic and faith groups,
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Any learners who are at risk of disaffection and exclusion
- Students in Care.
- Free school meals students

This policy describes the way we meet the need of students who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Grove School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The SEN Coordinator is Mrs Jan Jones, who also takes the lead role in relation to SEN provision and there is an SEN Link Governor.

2. Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, students with special educational needs.
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class

teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our students.)

- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those students recorded as having SEN at **School Action** or **School Action Plus**.
- To ensure that students with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of students who live in our local area.
- To enable students to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of adult life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the students themselves in planning and in any decision making that affects them.

3. Arrangements for coordinating SEN provision

- Weekly Line Management meetings are held between SENCO and AHT (Inclusions).
- The SENCO will meet with all subject teachers weekly at staff briefing to address any immediate concerns, subject leaders every month and inclusion team every month to discuss additional needs concerns.
- At other times, the SENCO will be alerted to newly arising concerns through an initial concern from class teacher / TA.
- The SENCO will discuss issues arising from these concerns with the subject teacher within one week of receiving the concern.
- Where necessary, Annual Reviews will be held more frequently than twice a year for some students.
- Targets arising from IEP's and reviews will be used to inform and support whole class approaches to SEN teaching, e.g. differentiation, varied teaching/learning

styles.

- The SENCO, together with the School Leadership Team, monitors the quality and effectiveness of provision for students with SEN through classroom observation.
- SEN support is primarily delivered by class/subject teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the Leadership Team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

4. Identification and Assessment Arrangements, Monitoring and Review Procedures

4.1 The school's system for regularly observing, assessing and recording the progress of **all** students is used to identify students who are not progressing satisfactorily and who may have additional needs. These are:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies.
- National Curriculum descriptors for the end of a key stage.
- Standardised screening and assessment tools.
- Observations of behavioural and emotional and social development.
- An existing statement of SEN.
- Assessments by a specialised service, such as Education Psychology or Sensory Inclusion Service identifying additional needs.

4.2 Based on the school's observations and assessment data and following a discussion between the class/subject teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **School Action** provision
3. Additional support through **School Action Plus** provision

4.3 Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching

styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

4.4 Monitoring of progress will be carried out by the class/subject teacher and used to inform future differentiation within whole class planning.

4.5 The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the Revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

5. Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of students recorded at **School Action**:

1. Students who have needs similar to other students with additional needs within

the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Students whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these students within a group, focussing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of students will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these students remains with the class teacher, **in consultation with the SENCO**.

A child receiving support at **School Action** will have an Individual Education Plan (IEP).

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Individual Education Plans will be reviewed at least twice a year, although some students may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the 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 current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

6. School Action Plus

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

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the area of concern
- Continues working at National Curriculum levels substantially below that expected of students of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

7. School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA. The LA makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

8. Statement of Special Educational Needs

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

9. The School's Arrangements for SEN In-Service Training

- The SENCO attends regular meetings to update and revise developments in Special Needs Education.
- Meeting additional needs and issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and

individual professional development is arranged matched to these targets.

- In-house additional needs training is provided through staff meetings by the SENCO. For example, ASD (Autistic Spectrum Disorder) training for all staff was delivered by Woodlands Outreach staff. There was also training provided by Janet Guest from the SIS (sensory inclusion service) for hearing impaired students.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class / subject level.
- Support staff are encouraged to extend their own professional development and the SENCO will ensure tailor-made training where this is appropriate.

10. The use made of teachers and facilities from outside the school, including support services

10.1 The Educational Psychologist visits the school regularly (according to need), following discussion with the SENCO as to the purpose of each visit.

10.2 Teachers from the Sensory Inclusion Service work in school to support students, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with students where this is indicated on a Statement

10.3 Teachers from the SMDS (Shropshire Multi –Cultural Development Service) work in school to support students, who may have English as an Additional Language (EAL) The specialist teachers work directly with the students where there is a need.

10.4 The SENCO liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Educational Psychology
- Outreach Services

10.5 Parents/carers are informed if any outside agency is involved.

11. Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support students identified as having additional needs.

- Parents/carers will be involved at all stages of the education planning process.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers= evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

12. Inclusion projects, or links with special schools

- We currently have a link with Severndale Special School, and are including a student with academic and physical impairment within the school, initially on a part-time basis.
- We also have a link with Woodlands Outreach and have an outreach worker supporting a small number of ASD (Autistic Spectrum Disorder) students.

13. Access to the Environment (see Disability Equality Scheme 2006-10 D.E.S)

Grove School is a single site school. Entrance to the building is through the main entrance, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. **(See section 1B D.E.S)**

- We are making sure that there are good lighting and safety arrangements for all visually impaired students. Signs in the school are clear. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- Students requiring equipment due to impairment will be assessed in order to gain the support that they require.

14. Arrangements for providing access to learning and the curriculum (see also Disability Equality Scheme 2006-10- Section 2A).

- The school will ensure that all students have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the students they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all students.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Students with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will strive to ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any students.

15. Access to Information

- We adapt printed materials so that students with literacy difficulties can access them, or ensure access by pairing students/peer support/extra TA support.
- We provide alternatives to written recording where appropriate, or provide access through peer/extra TA scribing.
- Grove School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure students with additional needs are able to demonstrate their achievement appropriately.

16. Support

In class support will be allocated taking into consideration the following priorities:

- The needs of statemented students as identified in their statement and annual review
- Support for core curriculum subjects (English, Maths and Science)
- Support for key stage 3

- New initiatives involving students as identified with SEN
- Departmental requests

In allocating support the SENCO will endeavour to maintain consistency of support personnel across class and year groups and where practicable within subject areas. A provision map will track support across the curriculum. Teachers will work in partnership with subject specialists and have an involvement in the planning and advising in the preparation of materials. TA's will work under the direction of the class teacher within the framework of their job description.

17. Literacy Intervention:

All Key Stage Three students will be screened to determine their reading age during their first term at the Grove school. Students with a low reading age will then take part in the shared reading programme, which is organised by the SENCO, TA's and Head of English. This scheme links year 7 and 8 students with older students who act as partners listen to and helping them read twice a week in their tutor groups.

18. Withdrawal Lessons

In accordance with the principles stated above students will spend the majority of their time in mainstream lessons with their peers. However, in order to maximise their potential as learners it may be necessary to offer regular withdrawal lessons to ensure that students have a secure grasp of essential skills. For students with specific learning difficulties these lessons will usually take place on a regular basis in place of a timetabled lesson. For other students they will be organised according to the nature of the programme being followed and may mean a pupil or small group of students are taught the subject in a withdrawal group instead of in a larger class.

Criteria for withdrawal:

- Specific Learning Difficulty (dyslexia) which means a specialist programme is required
- Literacy difficulties which require specialist teaching
- Numeracy difficulties which require specialist teaching
- Moderate learning difficulties such that the pupil needs additional help
- To help with motor co-ordination difficulties
- To follow a touch typing course (Visually impaired students)
- For tutorial support (Hearing impaired students)
- To provide emotional/social behavioural support

Some students may be withdrawn from all or part of a lesson on an informal basis for assessment or remediation of a specific difficulty.

19. Individual Learning Centre

The Individual Learning Centre is a whole school resource (see ILC Policy). Students may spend designated time in this facility based on need consultation, and planning. At breaks and lunch time the ILC is available to all students.

20. The Personal, Learning and Thinking Skills

The personal, learning and thinking skills (PLTS) provide a framework for describing the qualities and skills needed for success in learning for life.

The framework comprises of six groups of skills:

- Independent enquirers
- Creative thinkers
- Reflective learners
- Team workers
- Self-managers
- Effective participants

21. Admission arrangements

- Students with additional educational needs are considered for admission to the school on exactly the same basis as for students without additional educational needs.
- Prior to starting school, parents/carers of students with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

22. Incorporating disability issues into the curriculum

- The PSHEE curriculum includes issues of disability, difference and valuing diversity.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

22.1 Listening to disabled students and those identified with additional needs

- Grove School encourages the inclusion of all students in the School Council and other consultation groups.

- We aim to include students in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

22.2 Working with disabled parents/carers

- Grove School recognises that there will be a number of disabled parents/carers of students within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

22.3 Disability equality and trips or out of school activities

- All students are welcome at our before/after school activities.

23. Evaluating the success of the School' s SEN Policy

- Every term, we analyse the data we have on the percentage of our students with very low attainment. We also analyse data on the most vulnerable groups of students. We use this analysis to help us plan our provision map. We monitor these students termly, aiming for:
 - Reducing the gap for students with low attainment
 - An increase in the percentage of students recorded as having special educational needs attaining Level 4 at the end of KS3 and Level 5 or equivalent at the end of KS4
 - A reduction in behaviour incidents and exclusions

We regularly report progress through the link Governor to the Governing Body.

APPENDIX 1

Staffing

SENCO and teacher of ICT
Three teaching staff.

HLTA

One.

Teaching Assistants

Fourteen.

Administrator

One.

Professional Development

All staff receive training as part of Grove School's Staff Development Policy.

As part of the induction programme for new and associate teachers, the SEN co-ordinator will brief staff on systems and structures used in the school and offer advice and support to enable staff to meet identified needs.

Members of the SEN team will keep abreast of developments in the field of SEN through reading and attendance at appropriate meetings and courses as identified within the departments' development plan.

The school subscribes to Special Students Magazine and is a member of NASEN (the National Association for SEN) and the British Dyslexia Association. Journals are received regularly and are available for all teachers to read and consult.

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