



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

To promote the successful inclusion of pupils with Special Needs and disabilities in our schools.

This policy is to be seen as part of the following policies; Equal Opportunities, Race Equality Policy, Special Needs and Learning Policy, Increasing Accessibility Plan.

AIMS

We believe that inclusion is about **everyone**; pupils and staff, having the right to have access to our schools, education, learning, participation and equal opportunities.

We believe that **everyone** regardless of; *gender, race, special needs (these include emotional, behavioural and social difficulties, cognition and learning difficulties, Physical and sensory difficulties, and Communication and interaction difficulties), ethnicity, religion, refugees, travellers, any disability, challenging behaviour, gifted or talented, or those in the care of the authority, or financially disadvantaged, have a right to be educated at our schools.*

- In our schools **everyone** has a right to realise their potential.
- We will endeavour to do our best in ensuring that **everyone** will have access to all activities in and out of school.
- We value the individual needs of the child and will endeavour to provide for them.
- We will create a school ethos and culture that will value inclusion.
- We will work towards planning for access to our schools for **everyone**, including those with disabilities who may need to have specific provision, equipment or structural alterations to our schools
- We will ensure early identification, assessment, support and review the needs of all pupils.
- We will ensure the effective use of resources towards prevention and early intervention.
- We will promote an active partnership between parents and or carers and other agencies.
- To ensure that children with Special Educational Needs and disabilities join in with all the activities of the schools
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- Implementation of this policy will require the continued commitment of all Staff, Governors, Parents, and Pupils.

The importance of provision for children with special educational needs.



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

In recent years approximately 20% of the children within our schools have been deemed to have a special educational need of one kind or another. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they;

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Children will not, and must not, be not regarded as having a learning difficulty solely because the language of form of language of their home is different from the language in which they will be taught.

What if the child has a disability?

'A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'. (Section 1(1), Disability Discrimination Act 1995)

Assessment of learning, recording and review.

Assessment of learning is at the heart of all the work with children, particularly with special educational needs. Early identification is essential to help identify children who may have special educational needs.

We will measure children's progress by referring to:

- their performance monitored by the teacher as on-going observation and assessment in line with the SWSF schools' Assessment Policy;
- the outcomes from baseline assessment results including' Sandwell Maths Test, Reading Recover Assessment, end of Key Stage 1 results, optional SAT tests, CATs etc. These will be recorded on our Spreadsheets and the ISP Tracker.
- their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks;
- their performance against the level descriptions within the National Curriculum at the end of a key stage;
- progress made towards short term targets set in the IEP;
- progress made towards the short term targets set In the child's Statement, at the Annual Review Meeting;



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

IEPs will be written for children identified as requiring School Action or School Action Plus:

- Targets need to be SMART – Specific, Measurable, Achievable, Relevant, Time bound
- Timeslots for delivery of the IEP will be realistic and integral to classroom and curriculum planning; regular periods of time to work with the pupil, or for the pupil to be working at specific IEP targets, will be recorded in the teacher's daily or weekly plans for the class.
- When pupils have severe and complex needs whole school awareness will be raised generally at morning briefing.
- In some situations there may be an addendum to the IEP; issues of confidentiality about certain issues will be considered.
- All IEPs and individual records will be treated with confidentiality. See Guidelines on Information Sharing.
- At Key Stage 1/Key Stage 2 and Key Stage 2/Key Stage 3 transfers, the Send/cos from each school will pass on confidential records and IEPs to their receiving school.
- IEPs will be reviewed termly with clear exit and/or success outcomes recorded, alongside which pupils and parent/carers views will be recorded on appropriate forms (See Appendix 1). We have a 'Child Speak' IEP (See Appendix 2)
- For pupils with a Statement, the IEP targets will be updated at the Annual Review Meeting in the Spring Term, and short-term targets for the year will be set after consideration of success and/or exit criteria.

In consultation with pupils, parents, and carers, the teachers with the SENDCO will write an Individual Education Plan (IEP). This may also involve consultation and advice from external agencies. The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the child;
- the teaching strategies to be used;
- the provision that will be put in place;
- the date when the plan is to be reviewed;
- success and/or exit criteria.

All IEPs will be reviewed in October and in February when Parental Consultations are held, and in June when the transition IEP is written, with parents/carers and child, as the child completes a school year - this IEP will provide guidance for the next teacher in planning for this child's special educational needs. Some IEPs may be written more frequently for children with very specific educational needs. Parents/carers and pupils signatures will be obtained when discussing their IEPs with them.

Complaints procedure

Under the SEN and Disability Act 2002 parents will be able to request independent disagreement resolution and the schools will make further information about this process available on request.



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

SENDCO

Provision for pupils with special educational needs is a matter for the federation as a whole. The SEND Co-ordinator (also Headteacher) is responsible for the day-to-day operation of the SEN. The overseeing the work of the Teaching Assistants is supported by the Headteacher and Senior Leadership Team.

There is a Governor with responsibility for Special Educational Needs who will meet at least once a term with the SENDCO to discuss SEN issues and the working of this policy, He or she will ensure that the SWSF Governing Body discharges its responsibility to determine the federation's approach and provision for children with SEN.

The SENDCO is responsible for supporting the development of effective teaching of children with special educational needs across the federation.

The main roles are to:

- ensure planned improvements for SEN in the School Improvement Plan are successfully implemented;
- support the headteacher and Senior Leadership Team in carrying out an audit and agreeing with staff and the governing body an action plan where appropriate, for insertion into the School Improvement Plan;
- assist the School Leadership Team (SLT) to set appropriate whole school numerical and curricular targets taking into account the performance of the children with special educational needs;
- lead by example in the way they teach;
- prepare, organise and lead training on aspects of SEN;
- observe colleagues and intervention groups from time to time, with a view to identifying the support they need;
- observe and support trainee teachers on placement within the schools, under the direction of their mentor;
- attend training to broaden their knowledge of special educational needs and the implications for teaching;
- discuss issues surrounding the implementation of the policy regularly with the headteacher and governor responsible for SEN;
- liaise with parents of children with special educational needs and on issues of safeguarding
- liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies etc
- liaise with Meal Time Assistants & LSAs who work with specific children who have special educational needs
- Contribute to the Induction Programme



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

The role of the headteacher and SLT is very important in ensuring that the schools within the federation are successful in supporting children with special educational needs. The headteacher's role is to:

- offer support and guidance to the SENCO;
- with the SENCO and the governor responsible for SEN, to keep the SWSF governing body informed about the success of the SEN policy, its funding implications and changes in relevant legislation;
- ensure developments that support the improvement of the provision for children with special educational needs are included in the School Improvement Plan.
- with advice from the SENDCO secure sufficient funding to maintain effective SEN provision;
- Ensure Intervention groups and Booster Class children are identified
- help with the overseeing of the work of the Teaching Assistants with SEN responsibilities and those of Meal Time Assistants who support specific children,
- support the SENCO in the implementation of the SEN policy;
- deploy support staff, with the help of the SEN co-ordinator, to maximise their impact;
- manage the school's allocation of funds for training.

The governor's role is to:

- attend training and be aware of SEND issues for the schools;
- meet with the SENDCO and if necessary the headteacher to discuss the implementation of the policy;
- work with the schools to inform parents who have children with special educational needs about their progress, and involve them in planning their future support.

The SWSF Governing Body will annually review the effective use of these funds and will report to parents on the allocation of the available resources and the success of the policy in meeting the needs of those children with special educational needs.

The SENCO will assist the headteacher in determining the training needs of all the staff. The necessary staff development will be set out in the School Improvement Plan and costs met primarily through Standard Funds. The SENCO will attend organised SEN training. The staff development of the SENCO will be negotiated annually with the headteacher and also the Team Leader for Performance Management.

Learning resources

The SENDCO is responsible for maintaining the resources used to support children with special educational needs. Where these are specific to a particular child they will be kept



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

in that child's classroom. All other resources will be housed centrally and books available in the Parent's Meeting Room.

Specialist Provision:-

The schools do not have a special unit but the Governors will seek to provide appropriate accommodation for all children with special educational needs. The schools welcome applications for admission from the parents of pupils with mobility difficulties. The governors will work with the LA to improve facilities for all those with disabilities; and in line with the requirements of the Disability Discrimination Code of Practice for schools, we will anticipate and plan in advance how 'reasonable adjustments' can be made to the building and its environment, so that disabled pupils are not put at a substantial disadvantage. (Appendix 2).

The role of parents and carers

The role of parents is very important and the schools seek to support the education partnership between home and school. Parents may become involved in the following ways:

- through work sent home which might require parents to work with or help their child;
- through maintaining regular contact with the class teacher and the SENDCO;
- through attendance at, and contributions to, the annual reviews.

Arrangements for partnership with parents

- The schools will provide information about the Parent Partnership Service to all parents of children with special educational needs.
- Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.
- The child's class teacher will work closely with parents at all stages in his/her development and should be the first port of call in case of any difficulty.

Links with other Mainstream and Special Schools

- Advanced planning for pupils in Year 5 is essential to allow appropriate options to be considered.
- The SENDCO will liaise with the SENCO of the secondary school serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.
- When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.
- Transition links will be made between Pre-school Settings, Foundation Stage and Key Stage 1 & 2 and KS3 (generally Ilfracombe School and or Braunton School) to ensure the smooth transition for children with special educational needs and the appropriate planning for their needs.



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

- The SENDCOs will ensure all records are electronic wherever possible
- Advice on specialist provision will be sought, as necessary, from Special Schools.

Links with other agencies.

- External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.
- The schools receive regular visits from the Education Welfare Officer, Educational Psychologist and Speech and Language Therapists etc.
- The schools will seek advice from specialist advisory teaching services for SEND children and staff support.
- The School Doctor and the School Nurse attend the schools on a termly basis, where regular consultations with the SENCO and staff concerned will take place, regarding children with special educational needs and concerns.
- When necessary, multi-agency liaison meetings with representations from external support agencies, will be held on a termly basis, to ensure effective collaboration in identifying and making provision for vulnerable pupils.
- External agencies will be invited to attend and to contribute to the Annual Reviews of Statemented Pupils with whom they work.
- Every child who is in care provided by a local authority will have a Care Plan, which will incorporate the Personal Education Plan. This will include special educational arrangements made for the child and will involve the child, parents, carers, the child's teacher and SENCO, in forward planning.

Notes

Current SEN & Safeguarding Co-ordinator: Mrs Sandy Brown, Executive Headteacher, Mr Damian Railston, Headteacher, Combe Martin Primary School, Mrs Gail Holmes, Head of School, Woolacombe School, Mr Gary Bladon, Head of School, Bampton School.

Current governor for SEND: Lucy Bull

STAFF EXPERTISE

- Phonics, letter & sounds, Fischer Family Trust and Maths Wave 2 & 3.
- Training for three regarding Down's Syndrome
- All staff have had 'Thrive' Awareness training at WS and 2 across the SWSF completed the full training
- Four LSAs, Head and Deputy Headteacher plus three teachers have had the 9 day Thrive Training
- 2 Teaching Assistants Counting to Calculating
- 2 in Signing



SOUTH WEST SCHOOLS' FEDERATION INCLUSION POLICY

INFORMATION

- Information on SEN funding can be found at www.devon.gov.uk/eal/sen
- Devon County Policy documents – Inclusion Policy and Guidelines on the Identification and Provision for Children with special Educational Needs are on the EAL website at www.devon.gov.uk/eal/sen.
- Disability Rights Commission website at www.drc.gb.org.

Parent Partnership

The Parent Partnership who can be telephoned on **01392 383080**

Parentpartnershipservice-mailbox@devon.gov.uk