

Inclusion Policy – Preston Manor Lower School

All teachers are teachers of pupils with special educational needs or English as an additional language. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation/matched learning. However, if a pupil does not make adequate progress over time, even when teaching approaches are targeted at her/his identified area of weakness, then the pupil may be identified as having special educational needs. Pupils who speak English as an additional language will not be seen as having special educational needs, unless they also have a learning difficulty in any of the four areas.

Philosophy and Principles

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. We believe that all pupils, including those with SEND or EAL, have the right to the same range of educational and social opportunities and experiences. Staff at PMLS encourage pupils to make the greatest possible progress and to gain confidence in their ability. All pupils are valued for their individual contributions which help to enrich the school.

At PMLS we aspire to provide each pupil with SEND or EAL with the following:

- ◆ access to a broad and balanced curriculum
- ◆ participation in all curricular activities wherever possible
- ◆ monitoring of his/her health and well-being
- ◆ a safe and secure environment
- ◆ the opportunity to develop a positive self-image and sense of worth.

Roles and Responsibilities

Provision for pupils with special educational needs or EAL is a matter for the school as a whole. Specific roles and responsibilities are as follows:

Inclusion Leader/SENCo

Mr Kevin Atkinson is the Lower School Inclusion Leader and SENCo.

His role includes coordinating the day to day operation of the school's Inclusion Policy and procedures. He liaises with teachers in managing provision for pupils with SEND and EAL, manages teaching assistants, liaises with parents, and oversees the records of pupils with EAL.

He also liaises with external agencies including educational psychologists, school nurse, speech and language therapists and other health services.

The Head of Lower School

The Head of Lower School is Mr Richard Holmes. He has responsibility for the day-to day management of all aspects of the school's work, including provision for pupils with SEND and EAL. He keeps the governing body fully informed and works

closely with school's Inclusion leader, ensuring the continuity of the role in his absence.

Governing Body

The school's designated governor for Inclusion is Mr Jonathan Bach.

The school governors have specific responsibility to:

- ◆ do their best to ensure that the necessary provision is made for any pupil who has special educational needs or EAL.
- ◆ ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs and EAL.
- ◆ assess how well the school meets the needs of pupils with SEND and EAL.

In carrying out their responsibilities, Governors will have regard to the 2015 Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

The School Staff

All teachers are teachers of pupils with SEND and EAL and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's Inclusion policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND and EAL. Teachers and TAs liaise on the implementation of IP targets and further interventions to ensure effective support for pupils with SEND and EAL.

Stages of identification of pupils with SEND and EAL - The Graduated Approach

At PMLS there is a whole school graduated approach to identifying pupils with SEND and EAL.

Step 1: Class based action

The identification of a pupil giving cause for concern lies in the first instance with the class teacher. It is based on:

- ◆ systematic assessment and recording in line with the school's assessment policy and procedures.
- ◆ observations by class teachers and teaching assistants and discussions with additional practitioners.
- ◆ consideration of the concerns of the parents.

At this stage the class teacher may discuss his/her concerns with the SENCO. The class teacher will collect relevant information, increase differentiation of work within the classroom, deploy classroom resources (including TA support) in a more targeted way and discuss concerns with the pupil's parents.

Step 2: SEN SUPPORT

If the concerns about the pupil's needs increase over a period of time and he/she is not making expected progress, the class teacher will consult with the SENCO regarding putting a child on the school SEND register at SEN Support. Close liaison will continue with the pupil's parents throughout these processes of assessment, which may involve additional testing by the SENCO as needed.

SEN Support entails the drawing up and implementation of Individual Plans (IPs), which outline strategies that are additional to and/or different from the differentiated teaching at the class based action stage.

The IP will detail up to 3 targets; strategies; provision; review dates and outcomes of thrice yearly reviews.

Strategies and provision detailed on the IP may also include:

- ◆ different learning materials or special equipment,
- ◆ group or individual support,
- ◆ staff development or training in alternative strategies,
- ◆ adult time to plan interventions and monitor progress,
- ◆ advice from LA support teams.

If the pupil does not make adequate progress, the school may seek further advice and support from other specialists (e.g. Educational Psychologist, Speech Therapist, Physiotherapist, Occupational Therapist, etc.).

Advice from outside professionals will be incorporated into the Individual Plan, and these professionals will be invited to contribute to the monitoring and review of progress.

Step 4: Education and Health Care Assessment

If a pupil continues to demonstrate significant cause for concern, the school may make a request to the LA for an Education and Health Care assessment. If the LA agrees to such an assessment, and determines that need exists, it will issue an Education Health and Care Plan which will make provision for the pupil over and above what the school provides at SEN Support. The funding for an Education Health and Care plan will be included in the school's delegated budget. In addition to the regular review of their IPs, the progress of and specific support outlined within their Education Health and Care plan will be reviewed annually and a report provided for/to the LA. If a pupil makes sufficient progress, an Education Health and Care plan may be discontinued by the LA.

Allocation of resources

The allocation of resources within the school is based half termly SLT analysis of school, class and individual needs. The more complex or severe the needs the more support is provided. The LA provides the school with funds in its school budget towards meeting pupils' SEND. In addition, the school plans and provides for pupils with SEND from its main budget. The school receives additional funding for pupils with education health and care plans.

The school could spend this money on:

- ◆ SEND and or EAL support teachers and assistants.
- ◆ training for all teachers and learning support assistants so they can meet pupils' needs more effectively.
- ◆ special books and equipment.
- ◆ administration costs – telephone calls, copying of reports etc.

Admissions and inclusions

Pupils with SEND or EAL are admitted to the school on the same basis as any other pupil, according to LA admissions criteria. However, the school may advise the parents and the LA of an inappropriate placement within the school should the needs of the child be such that the placement may be detrimental to the efficient education of either the applicant or other pupils at the school.

Special facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties. The school is wheelchair accessible and there are toilets for disabled pupils. The first floor rooms have lift access. The LA would make a decision as to the feasibility of alterations in individual cases.

Partnership with parents

Partnership with parents plays a key role in enabling pupils and young people with SEND or EAL to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with special educational needs or EAL will be treated as partners and supported to play an active and valued role in their pupil's education. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice. The pupil's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty or concerns. Parents are invited to attend all reviews.

Complaints procedures

It is the aim at PMLS that any complaint should be resolved fairly and as quickly as possible. Any complaint about SEND should be addressed initially to the class teacher, who will deal with it as soon as possible. The class teacher may liaise with the SENCO. If the complaint is still unresolved after the SENCO has liaised with the Inclusion leader as necessary, she will then liaise with the Head of Lower School and an appointment may be made to discuss the complaint as soon as possible.

If the matter remains unresolved the appointed SEND Governor will be advised and parents may seek advice from the LA and/or the independent mediation service SENDDisT (SEND and Disability Tribunal). The school will make further information about this process available on request.

Success criteria and evaluation

The success of the education offered to pupils with SEND or EAL will be judged against the objectives set out in paragraph 1. The SEND Governor will monitor the success of SEND provision, based on pupils' IPs, annual assessments and end of year data.

Review

The policy will be reviewed every year.

Last review: January 2015, Richard Holmes

Next review, January 2017

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	This legislation is amended by the SEND and Disability Act 2001. The SEND Code incorporates references to relevant sections of the Act.
School Standards and Framework Act 1998	Section 42 requires that governing body's annual reports includes information on the implementation of the SEND policy.
SEND and Disability Act 2001	Amends both the Education Act 1996 and the Disability Discrimination Act 1995
Revised Code of Practice on the identification and assessment of special educational needs	September 2014
SEND Toolkit	2001
Inclusive schooling – pupils with special educational needs	2001
The Education (SEND) (Information) (England) Regulations 1999	1999
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	2001 Sets out LEA's duties to publish information on funding, SEND policy and specific action being taken on SEND issues.
Disability Discrimination Act 1995	As amended by the SEND and Disability Act 2001
Disability Rights Code of Practice	2002
Equality Act	2010

Appendix 2

Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice:

‘A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.’

Pupils have a learning difficulty if they:

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

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

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind.

Definition of Disability

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.” (See Section 17(11), Pupils Act 1989).

“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 normal day-to-day activities.” (See Section 1(1), Disability Discrimination Act 1995).

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.