



Inclusion & Special Educational Needs

Policy for Inclusion and Special Educational Needs

This policy was produced through a process of consultation with the staff and Governors of May Bank Infants School. It draws together the school's Special Needs Policy (2005, 2007, 2010) and the school's Social Inclusion Policy (2005 reviewed 2010). This revised policy was adopted by Staff and Governors in Spring 2011 and it will be reviewed annually.

This policy is available to all parents on request and can also be accessed via the school website.

Our Mission statement:

At May Bank Infants School we work towards:

"The whole and wholesome development of each child in a happy and caring learning environment."

**Together
we grow
and
learn**

Aims

This document is a statement of the aims, principles and strategies to show how the school is meeting legal requirements with regard to children with special educational needs and in ensuring Social Inclusion at May Bank Infants School.

It has the School's Mission Statement and Aims at its heart:

- We create and maintain a happy, caring, stimulating learning environment in which children grow in self-confidence and self-esteem, whilst developing respect for others and the environment.
- We make learning challenging and enjoyable, relevant and exciting for all children.
- We develop skills, knowledge and attitudes to enable children to respond to the challenges of a complex and changing world.
- We promote the development of basic skills in Literacy and Numeracy through a rich, broad, balanced curriculum.
- We promote close relationships with parents and the community, valuing the important role parents play in their children's education.

It also embraces the Every Child Matters Agenda, the right of every child to:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The policy sets out how May Bank Infants School is seeking to be "educationally inclusive" in relation to the needs of those pupils at risk of social exclusion. It is a specific response to the general requirements of DfEE Circular 10/99 *Social Inclusion: Pupil Support* and the Ofsted Guidance on social inclusion *Evaluating Educational Inclusion (HMI235)*. The policy has regard to the 1996 Education Act, the SEN & Disability Act 2001 and the DfES Code of Practice on the Identification and Assessment of Special Educational Needs and our statutory duties towards looked after children.

It should be read in conjunction with May Bank Infants School's Equalities, Equal Opportunities, Behaviour and Discipline, Safeguarding (including Child Protection), Admissions, Attendance, Anti-bullying, Multi-cultural Education, Racial Harassment, Gender Equality, Disability Equality and Access Plan, Community Cohesion, Induction of New Arrivals and related guidance issued by the LA all support the aims of this policy. It permeates all curriculum policies.

Inclusion Policy Statement

'An educationally inclusive school is one in which teaching and learning achievements, attitudes and well being of every young person matter. Effective schools are educationally inclusive schools.'

Principles

At May Bank Infants School we:

- Believe all children should have an equal opportunity to attend our school.
- Value every individual and celebrate their achievements.
- Ensure policies and systems are in place to promote inclusive provision and practice.
- Identify and respond to individual needs.
- Identify and overcome barriers to learning for groups and individuals.
- Set suitable learning challenges for every pupil.

The 1996 Education Act states that:

"Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them."

Every child has the right to a broad and balanced curriculum appropriate to their needs and we aim to provide every child with the opportunities to develop to their full potential. However, children may experience special educational needs during their time in school, which may be short or long term. At May Bank Infants School we endeavour to make provision for all children with special educational needs.

May Bank Infants School is committed to providing an inclusive community and meeting the needs of all its pupils and ensuring that they have access to the broad and balanced curriculum to which they are entitled.

This statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the National Curriculum programmes of study and early Learning Goals to provide all pupils with relevant and appropriately challenging work at each key stage. It sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to individual pupil's diverse learning goals.
- Overcoming potential barriers to learning and assessment for individuals or groups of pupils.

Applying these principles should keep to a minimum the need for aspects of the National Curriculum to be disapplied for a pupil.

Actions

At May Bank Infants School we will take action to:

- Promote inclusion.
 - This is reflected in our policies, planning, curriculum provision and delivery, recording and reporting procedures.
 - School Improvement Plan
 - Disability Scheme and Access Plan
- Promote equal opportunity for pupils.
 - Our curriculum policy reflects the principles embedded within the Inclusion statement (Curriculum 2000).
- Recognise and celebrate the achievements of all pupils.
 - Celebration assemblies that celebrate the achievements and work of all pupils; rewards policy; display.
- Ensure that all pupils have access to a balanced and relevant curriculum following the principles outlined within the Inclusion Statement Curriculum 2000.
- Ensure strategies are in place to identify pupils' needs and put in place an appropriate differentiated curriculum and where necessary individual support programmes.
 - Clear strategies for the identification of pupils' needs.
- Ensure that through positive behaviour management all pupils are enabled to learn within a safe and caring environment.
 - Behaviour Policy includes clear rewards and sanctions.
- Work in partnership with parents / carers.
 - Parent participation in reviews of and Annual Reviews is promoted and enabled
- Enable staff to attend training to meet the needs of individual and groups.
 - SEN termly updates
 - IDP for all Staff
 - Professional development opportunities for all staff

- We regularly monitor and evaluate our provision and practice.
 - Use of pupil progress and achievement data
 - Parent/pupil questionnaires.
 - Reports to Governing Body.

Responsibility

Mrs Colley has overall responsibility for special educational needs in the school.

Mrs Colley is the special educational needs co-ordinator (SENCO) and is responsible for the day to day operation of the SEN policy.

A Governor has been appointed to take a particular interest in the school's work on behalf of children with special educational needs.

The school has regard to the Code of Practice when carrying out their duties towards all children with special educational needs.

Admissions

The school operates its admission procedures in accordance with the policy laid down by the governors/LA. This policy will not discriminate on grounds of race, religion or ethnic origin. The school will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption. The school is willing to consider offering new opportunities to pupils who may have experienced difficulties previously where it is reasonable to do so ("Managed Moves"). Parents and pupils may be asked to make agreements as to future conduct and attendance but such an agreement will not be used as a condition of entry.

Attendance

Pupils are expected to attend the school full-time, on time unless the reason for their absence is unavoidable. Parents are expected to work closely with school staff in resolving any difficulties at an early stage. The school will operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorisation of absence. Maximising attendance at the school is a priority and the school will seek creative solutions to attendance problems wherever possible, recognising any particular needs of individuals or groups.

Behaviour

The school sets high standards of behaviour for its pupils and is working towards being a community which values and respects each individual, both staff and pupils. Racism, sexism and other forms of discrimination are not acceptable. The school aims to prepare pupils for living in a diverse and increasingly inter-dependent society. Where pupils infringe these standards, the school will seek to respond in a way which sees the behaviour as unacceptable but which still recognises the needs of the individual who carries it out. Pupils having difficulty with their behaviour will be offered individual support or, where appropriate an Individual Education Plan designed to meet their needs. Sanctions will be applied fairly in accordance with DCSF guidance and exclusion used only as a last resort when no other alternatives are available.

Provision

Quality first provision is our aim for all children. When groups or individuals are identified as having additional needs, wave 2 provision is implemented. Children who are still having additional needs following quality wave 2 provision will be given individualized programmes and support at wave 3. It may be necessary to seek advice and for referrals to be made to outside agencies.

Extra support is provided through the notional special needs allocation within our school budget. Provision for children with special needs is made to the best of our ability with the resources available at any time.

All classes currently have teaching assistants who are employed to work with children with special needs for some of their time. Children with similar needs are grouped in order to maximize additional support. Support may be short or long term.

- We are committed to the training and development of all staff. May Bank Infants School is a Dyslexia Friendly school; we have also achieved the Basic Skills Quality Mark and the Early Years Inclusion Mark.
- SEN provision is part of our personalised curriculum.

- All staff have received basic training in the teaching of children with an Autistic Spectrum Disorder, children with Specific Learning Difficulties, 'teaching children with a hearing impairment' and 'basic sign language'
- The Inclusion Development Programme (including Dyslexia, Speech, Communication and Language Needs, Autism, and Behaviour, Emotional and Social Disorders), has been accessed by all staff.
- Routine updates and training are accessed as they become available and according to needs within school
- All Teaching Assistants have received training in Speech, Language and Communication and where possible, staff observes the speech therapist working with individual children in the clinic. This assists staff in supporting children in school.
- Staff endeavour to work alongside all outside agencies connected with children in school and value the advice of other experts.
- Intervention programmes in literacy and numeracy are implemented throughout the school.
- May Bank is a nurturing school; all staff are fully supportive of the principles of nurture in promoting inclusion and support for children with additional needs.
- New staff, both teaching and non-teaching, are made aware of children with special needs as part of their induction on joining the staff. Training and support needs for staff will be reviewed each year.

Allocation of Resources

The school endeavours to make the necessary provision for any child who has special educational needs. This includes changes to the environment, purchasing specific resources, creating individual education programmes and the provision of individual or small group focused adult support. Children with Special Educational Needs are included in activities with the other pupils.

Identification and Review

Where the head teacher has been informed by the LEA, SENCO class teacher or a parent that a child has special educational needs, those needs are made known to all who are likely to teach him/her.

- All staff are aware of the importance of the early identification of children with special educational needs.
- Any concerns are raised with the SENCO who arranges for necessary assessments.
- The school liaises with appropriate county support services, outside agencies and other schools regarding the identification and assessment of individual needs.
- Individual plans are reviewed regularly and formal review meetings take place once per term as a minimum.
- Pupil assessment and tracking systems are also scrutinised to identify any children who may have reached a plateau in their learning and require extra support for a short time.

Access to the Curriculum

May Bank Infants School is a dyslexia friendly school. We endeavour to meet the needs of children with a specific learning disability through good practice on a day to day basis. All classrooms are equipped with the necessary prompts and resources to support the children. Children are involved in the assessment and evaluation of their learning. Groupings are flexible and staff consider a range of teaching and learning styles to meet the need of dyslexic children in their lessons. Any children who are identified as having specific needs are given the help they require. Where children have a degree of physical, sensory or behavioural difficulties in the making of products, they should be encouraged to participate in such activities with help from others.

Disability Equality Scheme and Access Plan

The School has a Disability Equality Scheme and Access Plan in consultation with Governors and parents which will be reviewed every three years.

Partnership with Parents

Staff at May Bank Infants School value the role of parents in supporting their children at home.

- Parents' evenings are held on a termly basis and our 'open door' policy encourages parents to discuss concerns at any time.
- Where staff have particular concerns about a child, these are discussed at the earliest opportunity with parents.

- Parents are invited to raise any concerns about their child with staff and staff act accordingly on this information.
- Parents are invited to review Individual plans regularly and thoughts of parents are included in our records.
- Formal reviews of individual progress and needs are held in accordance with the requirements in the Code of Practice.
- Resources and information are provided for parents to use at home.

Complaints Procedure

If a complaint should arise, there is an established procedure to deal with this. See May Bank Infants Complaints Policy or Staffordshire Local Authority guidelines.

Links with Other Schools

The importance of strong links with other schools are recognized by the staff at May Bank.

Children leaving the school are supported through additional transition visits to their new school as the need arises. Similarly, children entering the school are offered additional transition support and if needed, a phased entry to the school. Staff liaise with previous teachers in order that appropriate teaching approaches and resources may be continued.

The SENCo attends Summer Term review meetings of any children entering the school known to have Special Educational Needs.

Staff at St. Margaret's Junior school are invited to attend review meetings for children leaving May Bank.

Advice from Key Learning Centres is sought in order for us to support inclusion and special educational needs.

Links with other agencies and voluntary organisations

May Bank have strong and valued links with outside agencies. These include: The Special Needs Support Service, Educational Psychology Service, Speech & Language Therapists, Speech & Language Inclusion Team, Autism Outreach Team, Blackfriars Special School, Merryfields Special School, Physiotherapists, Occupational Therapist, Behaviour Support Service, Nurture Network.

All teachers and Teaching Assistants have also visited Cicely Haughton Special School to observe strategies and teaching approaches to support children with behavioural difficulties.

Equal Opportunities/ Disability Equality Scheme

May Bank Infants School is committed to working toward the equality of opportunity for all children in all aspects of school life. **Teachers must be sensitive to individual circumstances at all times.**

All resources and methods have been checked to ensure that they will enable all children, regardless of gender, age or special educational needs, to access the scheme of work as provided for their year group, while avoiding racism, sexism and other forms of stereotyping. Work will be developmental and appropriate to the age and stage of the child. Children identified as having a special educational need will have resources and activities differentiated appropriately.

Special Educational Needs

May Bank Infants School is a dyslexia friendly school. We endeavour to meet the needs of children with a specific learning disability through good practice on a day to day basis. All classrooms are equipped with the necessary prompts and resources to support the children. Children are involved in the assessment and evaluation of their learning. Groupings are flexible and staff consider a range of teaching and learning styles to meet the need of dyslexic children in their lessons.

Inclusion:

In school we aim to meet the needs of all our children by differentiation in our planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in learning and practical activities and investigations and to achieve the goals they have been set; IEPs are considered. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be challenged through extension activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding, appropriate to their abilities.

Monitoring and Evaluating

- The class teacher monitors the progress of individual children within the class.
- The SENCO together with the head teacher will monitor special needs provision throughout the school.
- We will routinely evaluate our intentions towards children with special needs and will consider new developments and initiatives as they arise.
- The school's tracking system includes monitoring of vulnerable groups and provision
- This policy document will be reviewed fully every three years as part of the School Development Plan through consultation with staff and governors and is available to all parents on request. It can also be accessed via the school website.
- The Headteacher's Report to Governors and the School Profile include information on the implementation of the school's special educational needs policy.

Signed (Chair of Governors)_____ **Date**_____

Signed (Headteacher)_____ **Date**_____