

EGGINTON PRIMARY SCHOOL			
Policy for The Inclusion of Children with Special Educational Needs and Disabilities			
Policy No. C24	Revision 7	Issue date: 08.03.16	Page 1 of 9

Policy to promote the successful inclusion of children with special educational needs and disabilities at Egginton Primary School

At Egginton Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities.

“Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

“Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.”

It is accepted that children are individuals and in that sense all pupils have special needs. It is our aim to meet those needs as far as we are able. It is intended that all children should have equal access to the curriculum and that the LEA policy for Equal Opportunities is put into practice.

As a Rights Respecting School we recognise the rights of all children. ‘Education should help a child to learn to respect other people.’ (Article 29) ‘Children have a right to special education and care if they have a disability.’ (Article 23) To this end, to help the children understand their rights and responsibilities, it is part of our working practice that the children are given the opportunity to learn about a range of disabilities such as, Autism awareness, Diabetes and visual or hearing impairments. We work closely with families and support services to ensure this is conducted in an appropriate fashion.

The responsibility for providing for the special needs of pupils including those with disability or learning difficulties is considered to be an integral part of all teaching and learning. It is therefore our aim to provide appropriate support for the following Special Needs:

- Those who far exceed the average performance of the class
- Those who are not achieving at a level appropriate to their age/ability
- Those who are experiencing difficulty through a physical sensory disability
- Those who are experiencing difficulty in connection with equal opportunities
- Those who have emotional/behaviour problems

It is felt to be important that there is effective liaison between pre-school agencies and also the Secondary School to which our children transfer, so that the special needs provision is continuous and does not conflict in any way.

It is important that parents are kept informed and are consulted at all stages about any decisions, or action taken regarding their child. The school has a responsibility to make every effort to ensure that the right of the child to have their needs met is upheld.

Roles and Responsibilities

The Special Needs Co-ordinator (Mrs Puszczynska) is committed to the school inclusion policy and is responsible for:

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C24

Revision 7

Issue date: 08.03.16

Page 2 of 9

- Day to day operation of school's SEN policy
- Liaising with and advising fellow teachers
- Co-ordinating SEN provision in school (as detailed above)
- Maintaining school's SEN register and overseeing SEN recording
- Ensuring that there is liaison with parents of children with SEN
- Contributing to staff development
- Liaising with external agencies
- Liaise with SEN Governor. (Rev. F. Solman)

It is expected that all children who have special needs will be given as much support as possible as a matter of routine. This is the responsibility of all staff with whom they come into contact.

Admissions

The School Admissions Policy is inclusive and applies to all pupils – there are no special arrangements for pupils with Special Educational Needs.

Specialisms

The school will, where necessary, employ staff who are specially trained in the area of special needs to support children who have complex needs. The building has been adapted and has an accessible toilet and every effort is made to accommodate pupils. This is also achieved by seeking and acting upon specialist's advice and guidance.

Training

Every effort will be made to ensure that staff receive the training they need in order that they can meet the needs of all pupils in their class. Specific training details are outlined in the School Development Plan, where appropriate.

School Responsibilities/Pupil Entitlement

All children, including those with Special Needs, have access to a balanced and broadly based curriculum including the EYFS and National Curriculum. Where possible the general curriculum is delivered in a similar way to all children. Where necessary, those children with special needs are provided with work of increased differentiation, and every effort is made by the class teachers to provide additional in-class support, which may be individual help from the teacher or other adult assistance. Where possible and appropriate withdrawal groups are used.

Inclusion

All special needs pupils are fully integrated into the life of the school as far as that is reasonably practical, bearing in mind their needs and those of other children and the efficient use of resources.

Facilities & Equipment

The school has the right equipment to meet the needs of children currently in the school. In the event that a child was admitted and needed additional facilities & equipment, every effort would be made within budget constraints to ensure that the appropriate facilities and equipment were provided.

Links with other Schools/Organisations

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C24

Revision 7

Issue date: 08.03.16

Page 3 of 9

Full records are kept to inform the receiving school. Transition arrangements are made for receiving staff to visit school to meet pupils and have individual discussions with relevant staff. Visits of pupils to the receiving school are also arranged. The school also welcomes visits from pupils/staff from Special Schools who wish to gain experience of mainstream education.

Staff also have the opportunity to visit other schools with SEN pupils, both special and main stream. The school works closely with health, social services & voluntary organisations (eg Guide dogs for the Blind) as appropriate.

Curriculum

No child is disapplied from the EYFS/National Curriculum. The EYFS/National Curriculum is applied flexibly so that all pupils have the opportunity to meet their individual needs. This is achieved through the well-established target setting process in the school.

Identification Assessment, Monitoring and Reviewing**Identification -**

This takes place in a variety of ways and may involve all or some of the following people:

- The class teacher, who has an ongoing responsibility to monitor the progress of all children;
- Parents may alert the school to their child's special needs;
- Outside agencies such as health service, social services, education psychologist.

Allocation of Resources -

Resources both human and monetary are directed towards promoting and underpinning inclusion.

Assessment -

This process is uniform throughout the school and is in line with the code of practice.

Parents will be involved at all stages.

1) The usual differentiated curriculum of the school

ELS/ booster/termly targets

2) SEN Support

- Provision Plan
- Specialists from outside school involved
- Possible in-depth assessment
- Statutory Assessment

Monitoring and Review -

Staff monitor all children including those with special needs on an ongoing basis.

In addition:

- there is a formal staff meeting every half term where the provision for children with special needs is discussed and further action agreed and planned;
- the headteacher monitors termly the progress of children with SEN to ensure that needs are met and progress is made.

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C24

Revision 7

Issue date: 08.03.16

Page 4 of 9

- meetings take place with the education psychologist to discuss particular children;
- an annual review meeting will take place with parents of children who have an Education Health Care Plan.

The Agenda for this meeting will include information about:

Past Support and present arrangements
Proposed Support (over next year)
Requests for Written Information

All those who are concerned with the child, including parents, teachers, outside agencies, have access to all records and information.

The SENCO will produce and publish an online school SEN Annual Information Report.

Parents and Partners

Details of the Special Needs Policy are given in the School Prospectus and the Governors Annual Report. All parents are given the opportunity to voice any concerns and/or discuss progress in the following ways:

- open evenings/days (one per term), formal/informal discussions at any time on request. All parents are given a specific invitation to update the school about any concerns that they may have about their child;
- it is essential that parents of children with special needs are consulted and involved in both the planning and implementation of any action in relation to their child;
- once a concern has been expressed, parents' views are immediately sought and recorded in a way that is standard throughout the school.

The school is keen to ensure that they have an effective partnership with parents and therefore staff work hard to create a climate in which parents feel able to discuss any difficulties or problems they may have. If after discussion with the school they are still not satisfied with the provision made, there is a complaints procedure which is outlined in the School Prospectus.

Outside Agencies

The school has access to the following services:

- specialist teachers of children with hearing, visual, speech and language impairments, general learning difficulties and behavioural problems;
- educational psychologist and advisers or teachers with a knowledge of information;
- technology for children with Special Educational Needs.

The school has regular contact with the Child Health Service and access to Social Services or the Education Welfare Service. The school is also able to make referrals or ask for advice through the Starting Point Service.

Policy Evaluation and Review

The Policy is reviewed on an annual basis.

Evaluation takes place through verbal discussion with parents concerned and also through the annual parent survey in which all parents are invited to take part.

EGGINTON PRIMARY SCHOOL

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C24

Revision 7

Issue date: 08.03.16

Page 5 of 9

- Appendix A - Accessibility Plan
- Appendix B - Egginton School Review Cycle

EGGINTON PRIMARY SCHOOL

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C24

Revision 7

Issue date: 08.03.16

Page 6 of 9

Egginton Primary School – Accessibility Plan

Appendix A

	Target	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	1. School aware of the access needs of disabled children.	Create an action plan for individual children with disabilities who access the school regularly.	Individual plans put in place for those pupils/ regular visitors to school and staff made aware of these access needs.	On going	SENCO
	2. All staff are better aware of any access issues.	Provide information and training on disability equality for all staff.	Raised confidence of staff and governors in commitment to meet access needs.	On going	Headteacher/ Governing body
	3. Ensure ALL pupils can be safely evacuated from all areas of the school.	Practice evacuation at different times to ensure that pupils will be in different places when an evacuation has to take place.	To make staff and pupils of the evacuation procedures at different times and from different positions around the school.	Reviewed annually	Headteacher/ Governing body and appropriate staff members.

EGGINTON PRIMARY SCHOOL

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C24

Revision 7

Issue date: 08.03.16

Page 7 of 9

Medium Term	1. Availability of written material in different languages.	The school makes itself aware of the services available through the LA for converting written information into different formats.	If needed the school can provide information in alternative formats.	Available if needed through County Council	School Manager
	2. Improve access and security to the Foundation Stage area.	Create 'safe zone' for outdoor learning in KS1 canopy area	Easy access for foundation stage pupils to outdoor play space. Fewer disturbances for KS1 pupils. Free flow for FS activities.	On-going	Headteacher/ Governing Body and appropriate staff
	2. Ensure TA's have access to specific training on any disability issues.	Audit any TA training needs and inform Professional Development process. Access training in relation to the specific roles of the individuals responsibilities.	Increase confidence and knowledge in specific areas of need.	On-going as courses arise	Headteacher/ Governing Body

EGGINTON PRIMARY SCHOOL

Policy for The Inclusion of Children with Special Educational Needs and Disabilities

Policy No. C24

Revision 7

Issue date: 08.03.16

Page 8 of 9

Long Term	1. Maintain provision of outdoor play equipment and PE resources	Liaise with all parties	All pupils will have access to high quality and appropriate equipment.	On-going	Staff/ PE co-ordinator
	2. Review all areas of the curriculum in the light of the introduction of the new curriculum to include any disability issues.	Discuss with staff	Ensure all pupils have access to a broad balanced curriculum.	On going	Headteacher/ Staff/ Governing Body
	3. Ensure all staff have undertaken disability equality training	Set up inset training for all staff on disability equality, explore support from special schools	All staff working from a disability equality perspective.	September 2016	Headteacher/ Governing Body
	4. Develop a system for involving TA's in curriculum planning	Establish joint TA/ teacher planning opportunities Set up system for joint TA's/ teacher evaluations	Improve involvement of TA's in planning and evaluation of lessons for pupils	On going	SENCO

EGGINTON PRIMARY SCHOOL			
Policy for the Inclusion of Children with Special Educational Needs and Disabilities			
Policy No. C24	Revision 5	Issue date: 10.03.15	Page 9 of 9

Appendix B

EGGINTON REVIEW CYCLE

September	EYFS Baseline (Early Excellence)
October	Review PP from May Discussion with Educational Psychologist (if appropriate) Discussion of PP at parents' meeting On-going teacher assessment Pupil Progress meetings – whole class progress document created.
November	
December	On-going teacher assessment Pupil Progress meeting
January	
February	
March	Pupil Progress meeting Review PP On-going teacher assessment
April	
May	Review PP in discussion with next teacher Identify and review children regarding 'academically more able' On-going teacher assessment Statutory Assessment Y1 Phonics, Year 2, Year 6
June	Pupil Progress meeting end of year progress.
July	Whole class profile discussed with next teacher

Reviewing Provision Plans

A review of an PP does not necessarily mean rewriting targets. It may simply be a point to take stock.

If the targets still apply, simply date and make comments as to progress or problems found.

The PP is produced in consultation with parents. Until that happens the document should only be seen as a draft. Parental discussion may also elucidate further information which may benefit from being recorded.

Copies of all PP's current or otherwise need to be kept in the children's file.