



Policy for Inclusion and SEND 2013

Introduction

At Huyton with Roby Primary School we believe that every pupil has individual and unique needs. However some pupils may have special educational needs, permanent or temporary disabilities at some time during their school life. Many of these pupils will require long or short term support to reach their potential, so in recognising this we plan accordingly. Our aim is to provide a wide variety of strategies that will address these needs, in a supportive and inclusive environment.

This policy will ensure that the requirements of the 1996 Education Act and the Revised Code of Practice for SEN 2001 are adhered to and no learners, especially those with SEN or disability will be discriminated against.

Objectives of policy

We will strive to:

- Provide pupils, regardless of any specific challenges, with their educational entitlement and equal access to a broad, balanced, relevant curriculum that demonstrates coherence and progression in learning.*
- Ensure that provision for pupils with individual and special needs is central to curriculum planning and that teaching and learning is appropriately differentiated so pupils can achieve high standards and make good progress in line with their abilities*
- Develop a positive self- image in SEND pupils, by having high expectations, setting challenging, achievable work and recognising and recording pupil's strengths and successes.*
- Provide opportunities for pupils with SEND to receive information, express an opinion and have that opinion taken into account in any matters affecting them*
- Work collaboratively with parents, other professional and support services*
- Ensure that the responsibility held by all staff and governors for SEND is implemented and maintained*

Roles and Responsibility of headteacher, other staff, governors

Provision for children with special educational needs or disabilities is a matter for the school as a whole. The Code of Practice 2001 states that "all teachers are teachers of children with Special



Policy for Inclusion and SEND 2013

Educational Needs" therefore it is each teacher's responsibility to provide for pupils with SEND in his/her class.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed Cannon John Stanley (the SEND governor), who takes particular interest in this aspect of the school.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND or disability*
- Keeping the Governing body fully informed about SEND issues*
- working closely with the SENCO*
- ensuring that the implementation of this policy and the effects of inclusion on the school as a whole are monitored and reported to governors*

The Governing Body will ensure that:

- SEND provision is an integral part of the school improvement/development plan*
- the necessary provision is made for any pupil with SEND*
- all staff are aware of the need to identify and provide for pupils with SEND*
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils*
- they report to parents on the implementation of the school's SEND policy via the School Website*
- they have regard to the requirements of the SEND Code of Practice (2001)*
- they are fully informed about SEND issues, so that they can play a major part in school self-review*



Policy for Inclusion and SEND 2013

- *they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND*
- *the quality of SEND provision is regularly monitored*
- *they, and the school as a whole, are involved in the development and monitoring of this policy.*

The **Inclusion Manager and Special Education Needs Leader** (Sylvia Wills) is responsible for:

- *overseeing the day-to-day operation of this policy*
- *ensuring that an agreed, consistent approach is adopted*
- *liaising with and advising other staff*
- *helping staff to identify pupils with SEND*
- *carrying out where possible detailed assessments and observations of pupils with specific learning needs*
- *co-ordinating the provision for pupils with SEND*
- *supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom*
- *liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process*
- *liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents*
- *maintaining the school's SEND lists and records, including Provision mapping of individual needs and interventions to support these needs*
- *assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based teacher assessments including internal assessments, end of year tests and SATs*
- *contributing to the in-service training of staff*
- *managing learning support staff/teaching assistants*



Policy for Inclusion and SEND 2013

- *ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils*
- *liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other*

Class teachers are responsible for:

- *providing interventions (for pupils with SEND) that are **different** or **additional** to those used as part of the school's usual differentiated curriculum.*
- *including pupils with SEND in the classroom, and for matching learning tasks, activities and support to individual learner's needs, styles and rates of learning so that individual achievement and progress is maximised.*
- *seeking advice on assessment and strategies to support inclusion*
- *making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND*
- *giving feedback to parents of pupils with SEND*
- *writing and reviewing IEPs (Individual Education Plans) for children they teach.*

Learning support staff/teaching assistants should:

- *be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND*
- *use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies*
- *be effectively deployed to lead intervention programmes or individual tasks to support pupils with SEND as directed by the SENCO or Class Teacher. Support will be given wherever necessary in securing good outcomes for these pupils.*
- *meet regularly with the SENCO to discuss pupil progress and review provision.*
- *be involved in supporting individuals and small groups both in and out of the classroom under the direction of the SENCO or the Class teacher with a view to narrowing the gap and accelerating learning.*



Policy for Inclusion and SEND 2013

Information about identification, assessment, and provision.

Identification and referral of pupils, considered as having special education needs is the responsibility of every member of staff.

We follow the guidelines as set out in the Code of Practice to match SEND provision to needs. A graduated approach is adopted through school/early years action-school/early years action plus. If needs are still not met and more specialised or intensive support is required, statutory assessment is sought.

Assessment of SEND is diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and guardians as appropriate.

A flexible approach is used, involving a variety of forms of intervention such as in-class support, short term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents are advised to contact the headteacher, or a governor if they prefer. The LA Parent Partnership Service is available to offer advice.

Arrangements for monitoring and evaluation

The success of the school's Inclusion and SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- *monitoring of classroom practice by the SENCO and Curriculum Leaders*
- *analysis of pupil tracking data and test results for individual pupils and for cohorts*
- *value-added data for pupils on the SEND list*
- *termly monitoring of procedures and practice by the SEND governor*



Policy for Inclusion and SEND 2013

- *the school development plan, which is used for planning and monitoring provision in the school*
- *visits from LA personnel and Ofsted inspection arrangements*
- *feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.*

Relationship to other policies

This policy should be read in conjunction with the policies on

Equality act policy, Disability Equality scheme and Disability Accessibility plan

This policy was agreed by the Governing Body and staff, and will be reviewed every 3 years or before if legislation changes.

Signed Headteacher

Signed on behalf of the Governing Body.

Date