

# SEN /Inclusion Policy



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Reviewed by: Michelle Motley

Adopted by: Full Governing Body July 2018

Next review: July 2019

## **Introduction**

Inclusion Manager :Stella Ioakim (Senior Leadership Team, NASENCo Award)

SENCo :Michelle Harmon, (NASENCo Award)

Governors responsible for SEN :Julie Murphy & Penny Elvin

Designated Staff for Child Protection :Michelle Motley (Headteacher), Richard Hudson (Deputy Headteacher), Clare Bowkley (Assistant Headteacher), Stella Ioakim (Inclusion Manager)

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*Together we ensure that the Merryhills Special Educational Needs policy works within the guidelines and inclusion policies of the SEN Code of Practice (2014), Enfield Local Education Authority and other current school policies, including;*

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (2014)*
- *Schools SEN Information Report Regulations (2014)*  
(see [www.sendgateway.org.uk](http://www.sendgateway.org.uk))
- *Enfield Local Offer (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions April 2014*
- *The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards 2012*

This policy has been reviewed and updated in liaison with many members of the Merryhills school community, including the staff, pupils, governors and parents of pupils with SEND, being co-produced in the spirit of current reform.

## **Rationale**

At Merryhills, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We endeavour to support all pupils to overcome potential barriers to their learning and we are committed to providing a broad, balanced and inclusive curriculum which has been developed with due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, Emotional and mental health
- Sensory/physical

## ***What are special educational needs?***

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

The SEN Code of Practice states:

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

and if:

- a) ‘...he has a significantly greater difficulty in learning than the majority of children of his age.’

or

- b) ‘...he has a disability which prevents him from making use of educational facilities.....for children of his age.’

The difficulties may be of a temporary or permanent nature and fall generally into four main categories:

- 1) Cognition and Learning
- 2) Communication and Interaction
- 3) Social, Emotional and Mental Health
- 4) Sensory and/or Physical

Merryhills Inclusion Statement: .....

It is our aim that every child;

- is fully included in every aspect of school life, regardless of special educational needs or disabilities
- is a successful learner at a pace appropriate to their abilities and development
- has their strengths recognised and valued and their weaknesses supported, whether these be social, behavioural, physical, medical, emotional or academic

The school will also aim to;

- ensure appropriate training and support for all staff, enabling them to identify and provide for pupils with special educational needs and to further develop their understanding and expertise in using inclusive strategies
- regularly review the school’s curriculum and resources to ensure they adequately meet the needs of children with special educational needs
- develop partnerships with parents, external agencies and the LA in order to meet the needs of children with special educational needs.

Special Educational Need might be an explanation for delayed or slower progress but should not be viewed as a barrier to learning, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

## ***Aims***

At Merryhills we recognise that pupils have a wide range of abilities, learning styles, personalities and interests and we endeavour to effectively meet these needs by delivering a broad, balanced and differentiated curriculum. We believe that the aims of education for children with difficulties or disabilities should be the same as for everyone.

The aims of this policy are:

- to create a whole school environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and co-productive partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure that the Assess, Plan, Do, Review cycle is followed by class teachers. This graduated response is individualised to each student.
- to ensure support for pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments, to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and foster productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional and co-productive approach to meeting the needs of all vulnerable learners

Provision for children with special educational needs is a whole school issue. We therefore acknowledge that all staff share responsibility for identifying, assessing and meeting individual pupil needs and that this is more effectively achieved if pupils and parents are fully involved in the process. We believe that wherever possible children with special educational needs should be taught alongside their peers and we therefore welcome and support the principle of inclusion.

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our Special Educational Needs Coordinator (SENCO), Inclusion Manager (INCO) and individual teachers to ensure all children have equal access to succeeding in this subject.

**Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

**Teachers respond to children's needs by:**

- providing support for children who need help with communication, language, literacy and numeracy, throughout the curriculum
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, including physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage and understand their emotions, thoughts and behaviours so that they are able to take part in learning
- we make our best endeavours to plan and provide what is reasonable and make reasonable adjustments

**Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO, the Inclusion Manager and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments, provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils at Merryhills.

Under-achieving pupils and pupils with English as an Additional Language (EAL) who do not have SEN will not be placed on the register of pupils being offered additional SEN support, but will be on the school's Additional Needs Register , which lists the provisions on offer. A child will be placed on the Additional Needs register following consultation with

parents/carers. In keeping with all vulnerable learners, intervention for pupils on the SEN register will be identified and tracked using the whole-school provision map.

It may be decided that a very small number, but not all of the pupils on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. These pupils are not considered SEN unless they have failed to make adequate progress in two years. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether any difficulties are due to limitations in their command of English or arise from special educational needs. We recognise some pupils can have SEN and also be EAL.

When a child is allocated provision in the form of Learning Support Assistants (LSA) hours, the school makes endeavours to allocate staff with appropriate expertise to help meet the child's needs. All staff on our SEN team have experience and attend training and professional development in order to meet various needs. It is important for children to become familiar with a number of staff on the SEN team. This in turn, enables children to become independent learners and not to become reliant on adults. We assess the needs of the children throughout the year and make decisions based on which support would best meet their changing needs; as a result children will usually work with different LSA's throughout their schooling.

## **Monitoring Children's Progress**

The school's system, of termly Pupil Progress Meetings, oversight and coaching of class teachers, observing and assessing the progress of individual children, will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will need to consult the SENCO to consider what else must be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate over a maximum of two terms, as judged by the Inclusion Manager and Senior Leadership Team. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

To establish the nature and extent of an identified need, assessment can be carried out in a number of ways, including:

- Teachers' ongoing assessment provides information about individual pupil progress
- Evidence of any difficulties encountered by the individual is recorded on the child's Learning Support Plan (LSP) for consultation with parents

- The school's tracking process tracks progress against National Curriculum Expectations, through Teacher Assessment, Foundation Stage Profile, Summative attainment data from SATs testing
- Class observations by a range of staff or external agencies. Parents will be aware of any involvement by external agencies
- Teaching materials, teaching and learning styles and differentiation
- Children's work is regularly monitored by the Phase Leaders, Senior Leadership Team, SENO and Inclusion Manager
- Scores achieved in standardised tests of reading and spelling are used to track progress against standardised scores
- Assessment of phonological knowledge, comprehension levels, visual and auditory memory abilities and sequencing skills, by external agencies, after parent consultation
- Reports from outside agencies

### **Adequate Progress**

Once evidence of this nature has been compiled it should be possible to establish whether or not the child is making adequate progress. Adequate progress can be identified in a number of ways:

- Closes the gap between the child and their peers
- Prevents the attainment gap from becoming wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in behaviour

If progress is considered to be inadequate, within the two term cycle, in consultation with parents, then it is necessary for the school to decide on interventions which are additional to or different from those provided by the usual differentiated curriculum or support strategies.

The school will record the steps taken to meet the needs of individual children through the use of a class provision map or Learning Support Plan. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the home Local Authority with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents are consulted and specific intervention put in place and monitored for a reasonable period of time. If no progress is noted after this time the child may be added to the school SEN register with parental permission.

The class teacher, after discussion with the SENCO will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child may be given a Learning Support Plan which will be applied within the classroom and sometimes through withdrawal support. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and pupil.

## **Partnership with parents and pupils**

At Merryhills, we make our best endeavours to build strong relationships with our parents and encourage and value communication from parents who may wish to raise any concerns or ask questions about the education of their child.

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and their provision. All parents of children with special educational needs are treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process and to help co-produce strategies. Pupils who need support in making their voice heard are given support.

The school website contains details of our SEN policy and our SEN Information Report, including the arrangements made for children in our school with special educational needs. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages of their child's education with us.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We discuss with parents the possibility of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

## **The Nature of Intervention**

The SENCO and the child's class teacher will decide upon the action needed to best support any child identified as having SEN. This may include:

- Different learning materials or specialist equipment; we make our best endeavours to provide suitable resources, however, if these are lost or damaged, they will need to be replaced by parents
- Some group or individual support, which may involve being withdrawn to work with the SENCO or Teaching Assistant to take part in interventions for enhancing learning
- Extra adult time to plan, deliver and review the intervention and also to monitor its effectiveness, as all interventions are monitored by the SENCO or Inclusion Manager
- Staff development and training to develop and refine personalised strategies

Intervention is designed to minimise the loss of learning time in the classroom and to reduce dependency by promoting independence. This means that they are short term in nature, or can also be completed by the child at home with support.

Using the advice of the SENCO and external agencies, the child's class teacher will be responsible for working with the child on a daily basis and ensuring the delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents



will be invited to meet each term with the class teacher, with additional drop in sessions, if required, with the SENCO and or Inclusion Manager, where they will have opportunities to discuss their child's progress each term.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents. We ensure this additional planning is delivered by our phase leaders working with and supporting class teachers, talking to the children and undertaking book scrutiny.

### **The use of outside agencies**

The school seeks to maintain extensive links with support agencies, colleagues and other expert professionals. They are able to provide specialist help for individual pupils and offer advice to teachers. Their services may be required if a pupil:

- Continues to make little or no progress in specific areas over two terms
- Continues working at National Curriculum levels significantly below that expected of children of a similar age (over two and a half years below) and the gap is continuing to widen
- Continues to have difficulty in developing literacy and mathematical skills.
- Has social, emotional or mental health difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory and/or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching or assessing the child directly. The support may result in individual targets, programmes or activities to be carried out with the child. It is the class teacher's responsibility to ensure that these are implemented and followed, with the advice and support of the SENCo or SEN team.

Professionals and agencies that work in partnership with Merryhills, include:

- Educational Psychologist Service
- Behaviour Support Service
- Speech & Language Therapist
- School Nurse
- Consultant Paediatricians
- Occupational Therapy
- Physiotherapist
- EYSI Project
- LA Consultants
- Child and Family Services
- Social Services
- SEN Services
- CAMHS
- Suffolks Language Unit
- Russet House Outreach Service

- Parenting Support Services

### **School Request for Statutory Assessment or Education Health and Care Plans**

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous Learning Support Plans and targets for the pupil
- Records of termly reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment data in literacy and numeracy
- Education and other assessments, for example, from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child, who is referred for statutory assessment, will be kept fully informed of the progress of the referral, following on from consultation with parents. Children with an Education Health and Care Plan, will be reviewed every term in addition to the statutory annual assessment/review. When this coincides with secondary transfer transition, the SENCO from the new secondary school will be invited to attend the review meeting and if unable to do so, will be informed of the outcome of the review. Transition meetings are held between our SENCO and the SENCO of the receiving school. Where reasonable we will attend the receiving school for a detailed handover meeting. The information that is passed onto the secondary school, is information that is relevant and only with parental consent.

Research has shown that children respond more effectively when given the opportunity of working with different adults. As such, we are keen to ensure that children are prepared to work with a variety of adults. Therefore, we seek to review and change the adults who support children with an EHCP on a regular basis.

#### **The Inclusion Manager and SENCO's responsibilities include:**

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing and maintaining the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the SEN or Additional Needs register

- To continue to promote Merryhills as a dyslexia friendly school, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

The SEN Governor should:

- be up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- work with the Headteacher and SENCO/Inclusion Manager to ensure that relevant information is communicated to the Governing Body to enable it to fulfil its role of evaluating the provision of education for SEN children
- assist and advise the Governing Body on fulfilling its special education responsibilities