

# St Matthew's C.E. Primary School



## Policy and Procedures for **INCLUSION**

(Including Special  
Educational Needs)

**Agreed Date: Autumn 2018**  
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Policy and Procedures for  
Special Educational Needs  
SEN

**Contents**

Inclusion	3
Introduction	3
Policy Objectives	4
Co-ordinating Provision	5
Admission arrangements	6
Access	6
Resource allocation	8
Identification and assessment	8
The “triggers” for further intervention	8
The School Support	9
Requesting Statutory Assessment	10
Inset arrangements	11
Links with other schools	11
Partnership with parents	12
Monitoring the success of the SEN Policy	13
Evaluating the success of the SEN Policy	13
Links with other services	13
Glossary of abbreviations	15



### **Inclusion**

St Matthew's CE Primary School values the individuality of each child and aims to give all of our children every opportunity to achieve their best possible educational outcomes.

This is reflected in our vision statement that shows we want to nurture self-motivated, resilient, enquiring children who respect the needs of others. In order to be able to ensure that all children know they are valued we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

### **What is SEND (Special Educational Needs and Disabilities)?**

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.
- c) A child is not considered as having a learning difficulty solely because the language which is spoken at home is different to the language in which he/she will be taught.

Special educational provision means that which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.



### **Provision for children with SEND.**

We provide for any child who has special educational need or a disability that falls within the four broad areas of need and support as identified in the SEND Code of Practice: 0-25 years (revised version January 2015), namely:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

### **Identification and Assessment of SEND**

We seek to identify SEND needs at the earliest point and make effective provision for the need. This allows us to improve the long-term outcomes for our children. Children with SEND will receive this provision irrespective of whether they have an EHCP (Education Health Care Plan).

### **How do we identify and assess a child's SEND needs?**

- Consider Transition information. This may be received in a written form or through meetings with nurseries or school which have been attended previously.
- Assessing Key Stage results and previous progress and attainment information.
- Quality First Teaching
- SENCO consultations with teaching staff, parents and children.
- External agencies contacted if required for additional support or assessment and their advice is implemented. (details of these agencies are available through our Local Offer link on the website)

### **Our approach to teaching children with SEND needs.**

- Quality First Teaching with appropriate targeted differentiation in place according to a child's needs.
- Setting targets which are deliberately ambitious.
- A review of the child's needs by teaching staff using the Graduated Approach of: Assess, Plan, Do, Review.
- Additional adult support where appropriate to complement the work of the teacher.
- Use of small group interventions which include targeted time-limited programmes.
- Maintaining personalised Learning Passports for each child which are developed with the class teacher, TAs and children to create child-friendly targets which contain SMART targets (**S**pecific, **M**easurable, **A**chievable, **R**igorous, **T**imely). These are reviewed half-termly.
- Personalised provision through adapted resources and materials.
- Keeping all staff aware of current requirements and offer suitable training during INSET on the presentation and support of children with SEND.



## St Matthews CE Primary; Policy and Procedures for Special Educational Needs

- Regular observations of teaching and Learning Walks by senior members of staff.
- Tailored interventions.
- Open door policy for parents and pupils to speak to the SENCO if issues arise.
- 'The Hideaway' is a calm environment which is accessible to the children if they feel they are over-stimulated or need some quiet space.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies who provide specialist support and teaching for children with SEN.
- Inform and involve the parents of children with SEN so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.

### **Outside Agencies that currently work with St. Matthew's**

- Hollywater Outreach
- PBS (Primary Behaviour Support Unit, Robin's Oak)
- CAL (Communication and Language Team)
- SaLT (Speech and Language Therapy)
- Occupational Therapists and Physiotherapists
- EMTAS (if the educational need is as a result of EAL).

### **Support available for the social, emotional and mental health of pupils with SEND.**

St Matthew's has a trained ELSA (Emotional Literacy Support Assistant) who is available for children whose education is being affected by changes in family circumstances, bereavement, anger management, self-esteem and friendship. Needs will be assessed by parents, the child, SENCO and the class teacher.

### **Contact Details:**

Mrs Buchanan - SENCO

Mrs. Pennicotte-Henrie – Headteacher

Mrs. Johnstone – SEND Governor

St. Matthew's operates an Open-door policy and parents or children are welcome to discuss issues at any time. If an appointment is required it can be made through the Home Partnership Book or via:

Email: [admin@st-matthews.hants.sch.uk](mailto:admin@st-matthews.hants.sch.uk)

Tel: 01420 472844

### **Complaints or concerns**

Complaints or concerns should be raised with the class teacher in the first instance. If the issue is not resolved a meeting with the SENCO or Head Teacher can be requested. Should the issue be about one of the aforementioned members of staff then the SEN governor or Chair of



## St Matthews CE Primary; Policy and Procedures for Special Educational Needs

Governors should be contacted and they will ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, will be treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights. If the complainant remains a concern after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

Link to Local Offer

Children with Education Health Care Plans (EHCP) for SEN are reviewed annually, this is in addition to the IEP meetings, and recommendations are closely followed and evaluated. These children will have a TA who works closely with them and will receive some individual time allocation with a TA.

Attendance is also monitored regularly and support is put in place quickly if a need is seen.

### **Admission arrangements**

In line with current policy a place at St Matthew's is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used effectively and efficiently.

St Matthew's has a duty under the Special Educational Needs and Disability Act 2001 Part 4 (SENDA) not to discriminate against a disabled child:

- **in the arrangements that they make for determining admission** of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria
- **in the terms on which the responsible body offers pupils admission** to the school
- **by refusing or deliberately omitting to accept an application for admission** to the school **from someone who is disabled.**

(Disability Rights Commission: Code of Practice for Schools 2002)

### **Access**

In line with the 2002 SENDA and the 2006 DDA the Headteacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme .



## St Matthews CE Primary; Policy and Procedures for Special Educational Needs

### Access to the school environment

St Matthew's is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems.

### **The "triggers" for further intervention**

- the class teacher's half termly assessment showing underachievement in one or more curriculum areas
  - low scores in diagnostic testing
  - emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
  - self-help skills, social and personal skills inappropriate to the child's chronological age.
  - diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
  - Looked After children, in liaison with Children's Services
  - for a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
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- parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
  - other adults concerns eg from medical services, Educational Psychologist, Children Services.

'School support' will be given to any child who needs it regardless of whether they have an EHCP or not.

### **School Support**

#### **1. Early Intervention**

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being she will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.



## St Matthews CE Primary; Policy and Procedures for Special Educational Needs

When a teacher is concerned about a child's physical or mental well-being, she will share her concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO will make a record of the concern.

### 2) School Support- Stage 1

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

An Individual Education Plan (IEP) is written by the class teacher for the child. This sets out the learning or behavioural targets (usually up to 3) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the IEP is then discussed with the parents at a review meeting. The child's progress is discussed in these meetings three times a year or at the request at other times through discussions with the class teacher or SENCO.

At the IEP review decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

### 3) School Support stage 2

If a child continues not to make adequate progress at Early Years Action/School Action the SENCO will ask for help from specialists outside school. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the health professionals, Speech and Language specialist and behaviour support.



## St Matthews CE Primary; Policy and Procedures for Special Educational Needs

With their help strategies which are **additional to or different from** those at Early Years Action or School Action will form the basis of future Learning Passports.

At the level of School Support stage 2 parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO.

### **Request for Statutory Assessment**

If the child continues not to make progress, the school, through the Headteacher and SENCO, requests the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA Special Needs Officer decides whether the child needs an EHCP of SEN to meet their needs.

### **The Education, Health Care Plan**

An EHCP is a legally binding document which sets out the provision the child **must** receive to meet his/her SEN. The LEA may provide the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. IEPs are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

### **Links with other schools**

The SENCO and the relevant class teachers arrange visits to the current Educational setting when they are informed of a child with SEN who will be starting at St Matthew's. When a child



## St Matthews CE Primary; Policy and Procedures for Special Educational Needs

already has an EHCP or IPA (Inclusion Partnership Agreement) they are usually invited to attend the child's Annual Review held during the summer term in the previous school.

At Y6 transition the SENCO provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For pupils with an EHCP the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the class teacher at St Matthew's, the parents and the child during the summer term prior to transition.

### **Partnership with parents**

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's IEP each term and are invited to review progress towards the targets at the review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

### **Considering complaints**

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCO and the Headteacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governor responsible for SEN.

Parents may ask the LEA to conduct a statutory assessment of their child at any time. The LEA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LEA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LEA makes a statutory assessment, but decides at the end of that process not to give an EHCP of SEN for the child, the parents again have the right to appeal to the SEN Tribunal.



### **Monitoring the success of the SEN Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the Learning Passports reviews
- more children achieving at age appropriate levels
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

### **Evaluating the success of the SEN Policy**

**The success of the policy will result in the needs of all children with SEN being met by:**

- having the systems in place to identify children with SEN as early as possible.
- making use of good practice in planning for, teaching and assessing children with SEN .
- regularly reviewing of the child's progress against targets set.
- providing additional intervention if progress is not adequate.
- receiving appropriate funding from the LEA to support the child's needs
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents.
- encouraging a multi-disciplinary approach whenever possible.



### **Links with other services**

#### **LEA**

Schools Special Needs Officer for children with SEN  
Educational Psychology Service  
Primary Behaviour Support

#### **The Medical Services**

Community Paediatrician  
Community Nurse  
Consultant Child Paediatricians  
Clinical Psychologist  
CAMHS  
Physiotherapy Service  
Occupational Therapy Service (OT)  
Speech and Language Therapy Service (SaLT)



### Glossary of abbreviations

ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
COP	Code of Practice
EY	Early Years
HI	hearing Impairment
INSET	In –Service Training
KS	Key Stage
LEA	Local Education Authority
PD	Physical Disabilities
SATs	Standardised Attainment Tests
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SMART Target	Targets which must be: <b>S</b> pecific, <b>M</b> easurable, <b>A</b> chievable, <b>R</b> igorous, Timely
TA	Teaching Assistant
VI	Visual Impairment