

SHARMANS JUNIOR SCHOOL SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

Mission Statement

As part of the Sharmans Cross family, everyone is safe, valued and respected in a friendly, supportive and inclusive community so that they can become the best that they can be. They strive for excellence in everything they do, becoming confident, successful, independent learners for the future who value self, others and community, developing lasting skills suitable for life in the wider world.

Aims

At Sharmans we believe all pupils are capable of excellence and our policy is to raise achievement throughout the school for all pupils, including those with special educational needs. The underlying principle of this Policy is that every pupil has the right to an excellent education. We believe in equality of opportunity and will combat discrimination and prejudice on the grounds of ethnicity, gender and disability.

Objectives

In order to achieve these aims, the staff at Sharmans will:

- Ensure that all pupils with Special Educational Needs have their needs identified and met.
- Make effective provision to ensure their inclusion.
- Give all pupils with Special Educational Needs access to a broad, balanced, differentiated and relevant curriculum.
- Ensure that the progress of all pupils with Special Educational Needs is carefully monitored.
- Recognise all pupils as individuals with their own strengths and weaknesses and deliver appropriate support.
- Encourage a positive attitude to enable all pupils to achieve their potential in all areas, but particularly Literacy, Numeracy and ICT.
- Develop confidence and self-esteem so that all pupils value themselves.
- Involve parents, in partnership, in the education of their child.
- Ensure pupil's participation in taking responsibility for their learning.
- Request advice from outside agencies as appropriate.

Definition of Special Educational Needs at Sharmans Junior School

In accordance with the Special Educational Needs Code of Practice (2014) we recognise that: "Pupils have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Pupils have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age;
or

b) Have a disability which prevents or hinders them from making use of Educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority

c) Are under compulsory school age and fall within the definition a) or b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special Educational Provision Means:

- For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for pupils of their age in schools maintained by the LA, other than special schools, in the area
- For pupils under two, educational provision of any kind." Section 312 Education Act 1996
- A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability Discrimination Act 2001

Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local authority.

Roles and Responsibilities

All staff are involved with the development of the school's SEN policy and are aware of the school's procedures for the identification, assessing and monitoring of pupils on the SEN Register.

Governing Body

The governing body at Sharmans in co-operation with the Headteacher determines the school's general policy, including the policy for SEN.

In carrying out this duty they have appointed Ms Janet Marsh as the link governor for SEN.

- Ms Janet Marsh takes a particular interest in SEN and closely monitors the school's work and provision for pupils with special educational needs. Ms Janet Marsh meets on a regular basis with the SENCO.

- Have appointed the Headteacher as the "responsible person" as recommended in the Code of Practice.
- Will, where necessary, consult with the LA and other schools to co-ordinate special educational provision in the area.

Headteacher

The Headteacher is ultimately responsible for the day-to-day management of the school, including provision and funding for pupils with Special Educational Needs.

SENCO

The SENCO, Miss Turley, in close co-operation with the rest of the staff is responsible for the day-to-day operation, the monitoring of the policy and coordination of the provision for pupils with SEN.

This role includes -

- Collecting relevant information where necessary
- Liaising with parents of pupils with special educational needs
- Liaising with external support agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Ensuring Individual Education Programmes are effectively implemented and evaluated
- Monitoring and reviewing the progress of pupils
- Keeping the Headteacher and governors informed
- Liaising with, advising and supporting class teachers
- Ordering and allocating resources
- Organising training for staff as appropriate
- Arranging the transfer of records to other schools

To enable efficient discharge of these duties the co-ordinator will have the support from senior management of the school, the governing body and the LA.

Teaching Staff

The class teacher is responsible for:-

- Planning effectively for the full range of learners in the class
- Identifying pupils with Special Educational Needs
- Ensuring that any expression of concern is dealt with appropriately
- Informing the SENCO and recording and acting upon concerns
- Collecting relevant information and liaising with the SENCO
- Consulting with the parents of the child and keeping them informed of progress
- Working with the pupil in the classroom, with, if appropriate, support and resources provided by the SENCO
- Writing and evaluating IEPs in conjunction with SENCO
- Attending reviews for pupils and in consultation with the SENCO, parents, pupil and outside agencies set targets for the pupil.
- Managing the effective deployment of classroom assistants in support of pupils with SEN.

Parents Partnership

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. At Sharmans we believe that the involvement of parents is crucial to meeting a pupil's special educational needs. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents are kept informed of their child's progress at all times either by the class teacher or SENCO through review meetings. The parents of pupils at School Action meet with the class teacher on a less formal basis as necessary, including formal parents' evenings

- Parents can make an appointment to see a member of staff at any time.
- Parents are expected to support the school by monitoring homework and hearing their children read on a regular basis (see homework policy).
- Parents are expected to follow up targets set on IEPs where appropriate and to work in co-operation with the school to support their child.

Pupils

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 to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

- At Sharmans we believe that pupils have a right to be heard and where practical, their views are taken into account when making decisions about their needs.
- Pupils with SEN will receive child - friendly IEP targets
- They will have the opportunity to reflect & review their own targets before termly reviews with the class teacher & SENCO.

Admissions

Pupils are admitted according to the school's criteria. The school operates an equal opportunities policy with regard to those pupils with special needs. (See Admissions Policy).

At Sharmans we have wheelchair access and a disabled toilet, we are continuing to make improvements to meet the needs of all pupils with physical and sensory impairment, we recognise that adaptations to meet these needs will have to be made.

Equality of Educational Opportunity

The general principle governing the curriculum at Sharmans School is that every pupil shall be entitled to a curriculum, which is balanced, broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school.

- Prepares pupils for the opportunities, responsibilities and experiences necessary to take them forward into secondary education and adult life
- Pupils at Sharmans have equal access to all activities in the school.

Involvement of outside agencies

The school has access to advice and support from the Local Authority, Primary Care Trust and Social Services. This includes:

- Learning Support Service
- Educational Psychology Service
- Emotional and Behavioural Difficulties Service
- Hearing Impaired Service
- Educational Welfare Service
- Speech and Language Therapy Service
- School Nurse
- SEN Inspectors

Resources

Individual teachers keep their own resources used for differentiation within their classroom.

Additional resources are maintained in a central bank and are available for staff to support provision made for IEP targets. (A list of these resources is kept by the SENCo).

Extra funding for SEN pupils depending on their level of learning difficulty (Learning Difficulty Factor LDF) is used to purchase resources and support staffing costs.

Strands of Action to meet Special Educational Needs

The school aims to make a graduated response to pupil's individual needs. In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a Educational Healthcare Plan, they will provide the Local Authority with a record of their work with the child including the arrangements they have already made.

This procedure will involve:

- Class teachers' continuous curriculum assessment, identifying pupils causing concern and making provision within the normal differentiated curriculum
- The school responding to all appropriate concerns from those involved with the pupil including parents, the pupils themselves and other agencies.
- Where concerns continue, the SENCO, with any additional information will identify further strategies, which include interventions to target difficulties, more support within lessons, smaller more achievable targets and adapting resources to suit the learners needs.

- If, after a reasonable period of time using school-based strategies, the concerns persist and progress is not adequate, the involvement of outside agencies may, with parental agreement, be sought. These agencies may provide advice towards more specifically focused strategies to meet IEP targets within School Action Plus.
- For pupils who demonstrate a continuing significant cause for concern, a request for an Educational Health Plan may be made to the Local Authority. Such a request will be accompanied by all relevant evidence about the strategies and programmes implemented for the pupil over a reasonable period of time. Also included will be any resources or special arrangements put in place by school staff.

Records

Each teacher keeps a folder containing

- Relevant information about the individual needs of the pupils in their class
- Information about any health issues of individual pupils
- Results of formal assessments
- The result of any Diagnostic Testing is kept by the SENCO. A copy is given to the teacher concerned.
- Individual pieces of work that show the progress of the pupil.
- Intervention trackers which monitor progress against IEP targets

Links with other schools

- SEN records are transferred to all Secondary schools in July.
- Staff from Sharmans visit feeder infant schools each July to meet the pupils who are transferring and to discuss any issues with the class teacher and/or SENCO if required.
- SEN records are transferred if any pupil moves to another school.
- The Headteachers from feeder infant schools and Sharmans meet to discuss any special educational needs of pupils prior to transfer.

ICT and Special Educational Needs

All information concerning pupils with special needs is now kept on a Database. A password is required to enter the database.

ICT is being increasingly used for supporting work carried out in the classroom and for teaching small groups of pupil with special needs.

Complaints Procedure

Complaints will be referred to the Headteacher and dealt with and resolved as soon as possible under the School Complaints Policy.

Monitoring and Reviewing the SEN Policy

Our SEN Policy is reviewed updated as necessary throughout the academic year.

Inset and Training

In service training will be provided for staff as required, relating to any issues arising from the provision for pupils with special educational needs.

Links with other Policies

Co-ordinators of all subject areas will be made aware of pupils with special Educational Needs so that they can access the curriculum area e.g. pupils with a physical disability in PE. The school is committed to a full inclusion policy for all pupils.

Further Information:

[Sharmans Cross Local Offer](#)

[Solihull Local Authority Local Offer](#)

[Solihull Local Authority Autism Policy](#)

[Solihull Local Authority Dyslexia Policy](#)

[Solihull Local Authority Social, Emotional and Mental Health Policy](#)

Signed:

Date: