



Valley View Primary School

Headteacher: Mrs G.D. Jeynes
Chair of governors Mr J. Watson



Special Educational Needs and Inclusion Policy

Rationale

Valley View Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe. We will actively seek opportunities to include all learners in school life.

Valley View Primary School is committed to inclusion. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. We will develop strategies of intervention to close the learning gap for all children encountering difficulty.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress or vulnerable
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate, for example, to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.



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We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

At Valley View Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will continually monitor our own learning environment, teaching and learning styles, resources and policies to ensure effective inclusion is facilitated.

School recognises the right of parents and carers to make choices relating to their child's education and we will support their decision making process.

The development and monitoring of the school's work on inclusion will be undertaken by the SEN Committee which meets termly.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, Inclusion Manager and support staff as appropriate.
*(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)*
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at *School Action* or *School Action Plus*.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents or carers.



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7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To involve parents or carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
2. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
3. Where necessary, reviews will be held more frequently than twice a year for some children.
4. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENCO monitors planning for SEN supports year group teams with curriculum planning.
6. The SENCO, together with the Inclusion Manager/Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
7. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.



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The school's system includes reference to information provided by:

- The school's tracking system
- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **School Action** provision
- Additional support through **School Action Plus** provision

Our current criteria for *School Action* and *School Action Plus* are described later in this document.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies or providing additional resources.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at



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the **School Action** level may need to be made.

School Action

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at *School Action*.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the *School Action* plan for each child to have an individual target(s).

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs.

Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

A child receiving support at *School Action* will have an Individual Education Plan (IEP).

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.



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Monitoring

Monitoring will be carried out on a termly basis using the school's standard *pro forma* by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents and carers will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents and carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the *School Action Plus* level.

School Action Plus

Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be appropriate where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at *School Action Plus* will have an Individual Education Plan. Monitoring will



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take place as for *School Action* and reviews will be at least on a 6 monthly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents or carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the statement or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and inclusion training is provided through staff meetings by members of the SMT, Inclusion Manager and/or the SENCO.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.



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The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist should visit the school regularly, following a planning session with the SENCO as to the purpose of each visit.

The Local Authority's Special Needs Services visit when required to provide specific information, share resources and provide guidance and advice.

Teachers from the Sensory Impairment Team work in school to support children, both with and without statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a statement.

The LA Inclusion Coordinator works with the school through the Inclusion Panel for the satellite provision.

The SENCO liaises frequently with a number of other outside agencies, for example:

- Social Services
- Education Welfare Service
- School Nurse
- Speech Therapy
- Physiotherapy
- Occupational Therapy

Parents and carers are informed if any outside agency is involved.

Arrangements for partnership with parents and carers

Staff, parents and carers will work together to support pupils identified as having additional needs.

Parents and carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents and carers whose children are being recorded as having additional needs. The SENCO and/or a member of the SMT will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents and carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents and carers can help at home, these are specific and achievable and that all parents and carers go away from the meeting clear about the



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action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents and carers are invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents and carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents or carers and distributed on request.

Parents' and carers' evenings provide regular opportunities to discuss concerns and progress. Parents and carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents and carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issue, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools and transfer arrangements

Reception class staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from Valley View Primary School to new schools will have details of their particular needs and additional provision passed-on. The SENCO will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services & Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Headteacher or SENCO and referrals will be made as appropriate. Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Headteacher or SENCO if there is a concern they would like to discuss.

Inclusion Principles

- Staff at Valley View Primary School value pupils of different abilities and support inclusion.



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- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Inclusion projects, or links with special schools

We currently have a link with Epinau School, and have included a child with within our school, initially on a part-time basis.

Access to the Environment

Valley View Primary School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by the dining area. The school is built on three levels with steps from level to level. All classrooms are accessible by corridors to which there is also wheelchair access from outside of the building. Portable Ramps to allow movement between corridors exist within the building due to the internal steps.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer



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tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents or carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Dealing with complaints

- 1) If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with their child's class teacher or the SENCO, who will try to resolve the situation.
- 2) If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- 3) Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.