

## Special Education Needs and Inclusion Policy

Statutory Instrument: The education (Special Education Needs) (information) (England) Regulations 1999 published as Annex A to the Special Education Needs: Code of Practice 2001 (Ref. DfES 0581 2001).

The principles upheld by the Code of Practice and kept clearly in mind at New Islington Free School are:

- a child with special education needs should have their needs met
- the special education needs of children will normally be met in mainstream schools such as New Islington Free School
- the views of the child should be sought and taken into account
- parents play a vital role in supporting their child's education
- children with special education needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum Key Stages.

## Inclusion at New Islington Free School

New Islington Free School provides a broad and balanced curriculum that is designed to be inclusive for all pupils. This curriculum is based on the International Primary Curriculum and National Curriculum programmes of study and meets the specific needs of individual and groups of pupils through three principles:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs and styles
3. Overcoming the potential barriers to learning and assessment for individuals and groups of pupils.

These principles are intended to keep to a minimum the need for aspects of the School's Curriculum to be disapplied for a pupil. There is considerable scope for differentiation of the curriculum and ways of delivering it. It is only when interventions are required which are **additional to** or **different from** the differentiated curriculum provision for all pupils that help at **School Action** or **School Action Plus** is required. New Islington Free School provides sufficient support and individualised arrangements to ensure all pupils with Special Education Needs (SEN) have equal access to the Co-curriculum in consultation with parents when necessary.

## Roles and Responsibilities

The management and organisation of SEN provision is the responsibility of the Principal and the governing body. The standards set for meeting the needs of SEN pupils are essentially standards for the school as a whole and these will be set by

the Principal and monitored by the Board acting through the instrument of the Governor with responsibility for Education.

The Principal will appoint a suitably qualified person to be SENCO. That post will carry remuneration and time allowances appropriate to the requirements of the pupils and the stage of development of the School. Due regard will be given to the provisions of National Standards for Special Education Needs Coordinators and the School will endeavour always to operate within current best practice.

The SENCO, with the support of the Principal and governing body, will take responsibility for the day-to-day operation of provision made by the school for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about the best possible standards of achievement for all pupils.

Teaching Assistants (TAs) will be appointed and used as appropriate to enhance the SEN provision in the classroom. The SENCO will be responsible for appointment, training and deployment of any SEN specialist TAs

### **Identification, Assessment and Provision for pupils with Special Education Needs**

Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making **adequate progress**. Adequate progress can be defined in a variety of ways. It might, for example be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing 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 the child's behaviour
- is likely to lead to usable levels of skills

All teachers will differentiate learning tasks to enable every child to make progress although it is acknowledged there is no expectation that all pupils will close the gap in attainment between themselves and their peers.

### **SEN Intervention**

The SEN Code of Practice (2001) – DfES/581/2001 - describes a *graduated response* to identifying and meeting special education needs – that is, the usual differentiated curriculum, School Action or School Action Plus. The School will follow

the guidance in the Code when determining whether and if so, what sort of interventions are required.

### **School Action**

School Action is an intervention process carried out within school to enable curriculum access and improve individual pupil progress.

It can be triggered by:

- Making little or no progress despite targeted teaching
- Difficulty in developing literacy or numeracy skills which result in poor attainment in other curriculum areas
- Persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Sensory or physical problems where there is little or no progress despite the provision of specialist equipment
- Continuing communication and/or interaction difficulties resulting in little or no progress despite the provision of a differentiated curriculum.

To help inform the decision on the nature of additional help required through School Action evidence is collected from a variety of sources including:

- previous school records
- parents' views
- pupils' views
- class teacher records, pupil targets, regular teacher assessment
- end of year assessment
- SEN screening tests
- Specific SEN assessments (Standardised, Diagnostic, Criterion Referenced)
- External assessments: one-off assessments  
or occasional advice may be sought from Manchester Children's Services (Traded Services).

The School will monitor these strategies through an Individual Education Plan (IEP) or a Group Education Plan (GEP). These set out the 'what, how,' and 'how often' particular knowledge, understanding and skills should be taught through **different or additional** activities to those provided through a differentiated curriculum. They are working documents that detail achievable targets and are incorporated within the class planning. The class Teaching Assistant (TA) supervises some activities. Where a small group of children share the same needs the Group Education Plan identifies common strategies and targets. Both IEPs and GEPs are reviewed twice a year and updated to reflect progress and current provision. Parents are kept informed about progress and strategies being used.

### **School Action Plus**

The triggers for School Action Plus could be that, despite receiving an individualised programme and /or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has chronic communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Children on School Action Plus are taught for short periods each week by SEN teachers who use a variety of specific programmes. Children at school action plus may also access other agencies for support including education psychology, CAMHS, health professionals etc. Class Teaching Assistants reinforce these programmes in class as appropriate. An Individual Education Plan is written to identify programmes in use, progress and successful strategies employed and to act as a means of communication between the professionals and parents involved in the intervention. The IEP is reviewed twice yearly. Parents are kept informed about progress and strategies. Multidisciplinary meetings are held each term. The SEN Team meet with the educational psychologist and other outside agencies when appropriate, to discuss the provision for children at School Action and School Action Plus.

### **Statutory assessment**

The overwhelming majority of pupils' special education needs should be able to be met through School Action or School Action Plus. A *statement of special educational need* is a legal document that sets out a description of a pupil's special education needs and the provision that is required to meet them. Statutory Assessment is appropriate only for pupils with long term needs arising from a major difficulty or disability in one or more of the following four areas of need:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical

Written evidence is provided concerning:

- The school's action through School Action and School Action Plus

- Individual Education Plans for the pupil
- Records of regular reviews and their outcomes
- National Curriculum levels
- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement by social services or education welfare service

Where a pupil has a statement of special educational need, the LEA must check the child's progress and make sure that the Statement continues to meet their SEN. They must review the child's statement at least once a year, but they can review it more often if they think it is necessary.

The annual review is in four parts:

- Collecting information;
- Holding an annual review meeting;
- The Head Teacher's report of the annual review meeting to the LEA;
- The LEAs review of the statement.

The School will write to the parent or carer, telling them the date of the review meeting and inviting them to attend. Before the meeting, the school will ask the parent or carer to send in their views on the child's progress over the past year. The School, the local parent partnership service, a voluntary organisation or a parents' group can help the parent or carer to give their views.

The School may also ask for the written views of other professionals who know and work with the child. Before the review meeting, the School will send copies of all the views they have received to the parent or carer.

### **Transferring schools**

Every effort will be made to obtain reports from previous schools. New Islington Free School will endeavour to develop effective relationships with feeder nurseries and *Sure Start* centres etc. to facilitate good management of the transition for children already assessed as having SEN. When children transfer to their next school, New Islington Free School will send a report concerning the SEN, the progress of the child and successful strategies used to ensure a smooth transition.

### **Accessibility**

It is the policy of New Islington Free School to endeavour to make all areas of the site and the curriculum accessible to all children irrespective of their special need. It must be recognised, however, that there will be practical limits to what can be done

in this respect and where individual cases approach those limits, advice will be sought from Manchester Children's Services.

### **Complaints**

Parents should talk with their class teacher if they are worried about any aspect of the SEN provision. Class teachers may consult key-stage co-ordinators, support teachers and the SENCO if further information is required. If the issue is still not resolved parents may wish to discuss the matter with the Headteacher or named governor. A formal complaints procedure is outlined on the school website.

### **The role and responsibility of the Governing Body**

The roles and responsibility of the Governing Body are specified in the SEN Code of Practice 2001. The Governors review annually the SEN provision at New Islington Free School and evaluate its effectiveness. In addition a named governor, currently *[insert name]* has responsibility for SEN and its provision.