

**POLICY FOR INCLUSION OF PUPILS  
WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

**RATIONALE.**

'Children have a special educational need if they have a learning difficulty which calls for special provision to be made for them'

1981 Education Act.

Children have a learning difficulty if they 'have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA'

1996 Education Act.

Children have a special educational need if they have an emotional or behavioural difficulty affecting their learning or social interaction.

All children share the right to a broad and balanced curriculum.

'A Curriculum for All'.

## OBJECTIVES

- A whole school approach to SEN. Early identification of needs leading to early intervention and support.
  - Access to suitably differentiated resources.
  - Access to support teaching when appropriate.
  - Access to specialist help for diagnosis of and provision for individual difficulties.
  - Access to targeted planning (individual or group) with clear targets and dates for review.
- Children at all stages of the Code of Practice should have access to programmes of study and I.C.T. to support the acquisition of basic skills, enabling them to develop their academic and social potential and to access the National Curriculum at a level appropriate to their needs.
- Removal of barriers to learning and participation, making all activities available to all pupils. To provide, by making all reasonable adjustments, a school whose curriculum, buildings and facilities are accessible to all.
- No discrimination on grounds of race, gender or disability.
- Effective partnerships between school, pupils, parents/carers and outside agencies; to provide and exchange information and to acknowledge the importance of parental views in making effective assessment and provision.
- Recognition of the needs of able children met by a range of teaching styles (with reference to Accelerated Learning) and by the provision of differentiated resources, including ICT resources.
- Effective liaison with Secondary transfer schools. All information and planning will be passed to Secondary SENCOs and parental meetings arranged if requested, to ensure adequate prior knowledge of pupils transferring with special needs and to facilitate continuity of support and provision.

## GUIDELINES.

- Roles and responsibilities will be clearly defined. Appendix 1.
- The graduated model of provision as described in the Code of Practice will be followed. (Appendix 2.)
- Guidelines for Manual Handling and Health and Safety (Appendix 5) and The Use of Physical Restraint (Appendix 6) should be observed.
- The policy should be regularly reviewed with regard to school development policy initiatives and LEA directives and legislation.

## APPENDIX 1. ROLES AND RESPONSIBILITIES

### The Head Teacher will:

- Ensure that the legal requirements of the revised Code of Practice and The S.E.N. and Disability Act 2002 are met.
- Ensure that the SEN Policy is applied by all staff.
- Ensure that all necessary support and resources are available, subject to budgetary limitations.

### The Governing Body will:

- Be familiar with the SEN Policy and SEN provision within the school.
- Report to parents, in the Annual Governors Report, on the implementation of the SEN provision.
- Designate an SEN Governor, who shall be named.
- Liaise with the LEA when necessary or appropriate.

### The Special Needs Co-ordinator will:

- Have responsibility for the day-to-day operation of the policy.
- Liaise with teachers and T.A.'s to provide information and help when required.
- Work with teachers and T.A.'s to provide provision for children at School Action and above and to set targets for IEP's and/or Group Plans.
- Manage provision for children at Action Plus and those with Statements.
- Keep accurate records relating to pupils, meetings with parents/carers and outside agencies.
- In liaison with the head timetable LSA support to each class, each year.
- Manage the Special Needs budget  
be responsible for the purchase and provision of resources for SEN  
The financial allocation may differ each year subject to budgeting restrictions
- Attend Parent Evenings and Reviews and be available to see parents/carers, by appointment, at times other than the above.
- Attend appropriate training subject to budgetary limitations.

### The Class Teachers will:

- Use adequately differentiated materials and teaching approaches adapted in style and pace, to enable all children to access the National Curriculum.
- Liaise with the SENCO and Teaching Assistants to discuss and review IEP's and extra support initiatives particular to their class.
- Give Teaching Assistants clear instructions regarding their input to a group before the start of the lesson, either through informal discussion or via their daily/weekly TA information sheet.
- Inform parents/carers of any extra provisions made for their child and involve parents/carers whenever possible.

### The Teaching Assistants will:

- Liaise with the teacher or SENCO with regard to planning, implementation of programmes of work or problems regarding provision.

*Learning Together*

- Work with individual children, or groups of children, as directed by the teacher or SENCO.
- Have access to appropriate professional training subject to budgetary limitations.

## APPENDIX 2A      RESOURCES FOR SPECIAL NEEDS.

- The school spends 4.3% of its Annual Budget on Special Needs provision. (subject to annual budget changes).
- The school has a part-time SENCO (6/10) and a team of teaching assistants, some responsible for supporting Statemented children as well as carrying out general support duties.
- All Special Needs staff attend INSET training to develop their professional expertise.
- The school has 2 small support teaching rooms, which are used for 1:1 or group teaching. Both rooms have access to computers and a range of ICT software.
- The school is wheel chair accessible via main doors and a junior playground door and there is ramped access to the hall, dining room and one out-side class-room. There is new disabled toilet facility encompassing adapted toilet seating, a shower, a mechanical hoist and changing table.
- The school has a wide range of extra-curricula resources: school clubs run by teaching staff, sports coaching and lunchtime activities provided by LBS's
- The school follows a graduated response to meeting special educational needs in line with the model of provision in the revised Code of Practice 2002.
- The school admissions criteria do not discriminate against pupils with special educational needs or disabilities.
- Outside agencies:
  - Educational Psychology
  - Speech and Language Service
  - Paediatric Physiotherapy
  - Paediatric Occupational Therapy
  - Travellers Support Services
  - LEA Inclusion Support Service
  - Educational Welfare

These agencies are available for advice and assessment and for contributions to target setting and reviews.

The school also has links with Social Services and can access advice and input from the CAMH Service through the School Nurse.

## APPENDIX 2B. PROCESSES FOR PROVISION.

An outline of procedures of graded response in line with the Code of Practice 2002.

- Identification of needs.

At the beginning of each year teachers have available:

- Individual assessment books
- Copies of annual reports
- Results of any statutory or optional testing
- Copies of previous IEP's and reviews
- Relevant medical information or external reports.

In addition they:

- Have verbal contact with previous teacher, TA's, SENCO, parent/carer and pupil.
- Have personal observations of the child's aptitudes, weaknesses and responses to academic tasks
- May have concerns about behaviour or relationships with other children.

This information enables the teacher and SENCO to co-ordinate suitable provision for children with special needs.

Parents/carers are always informed of their child's special needs, permission is obtained for all referrals to external agencies and all reports and information is available to parents/carers.

- School Action. (Recorded as A)

School Action describes a child who is having additional or different provision made for them. This may take the form of individual planning or group planning and support may be provided by a Teaching Assistant or the SENCO in a small group setting.

Learning or behavioural targets will be clearly defined with a time-scale to review progress. These IEP's or Group Plans will be reviewed formally at two Parent Evenings or informally each term or half term. Targets are modified or new ones set whenever appropriate, IEP's are intended to be working documents subject to modifications and additions when necessary. Reviews will focus on progress towards targets, future targets and the nature of future support. Good progress may result in children being removed from the Special Needs Register or a decision may be taken to continue support in order to maximise and consolidate achievement. It should be noted that some children with general learning difficulties may be continuously supported at School Action.

- Action Plus. (Recorded as P)

If reviews show evidence of insufficient progress despite support and intervention the SENCO will seek further advice from outside professionals, raising the level of concern to be recorded as Action Plus.

The SENCO takes responsibility for liaising with outside professionals, arranging referrals and assessments and reporting to teachers and parents/carers.

At this stage pupils will be having small group input or 1:1 input, with either a Teaching Assistant or the SENCO, several times weekly.

An IEP will be drawn up by the SENCO encompassing input from contributing professionals, teachers, Teaching Assistants and parents/carers and pupils if appropriate. The IEP will set learning and/or behavioural targets, detail strategies and resources and set a time for review. This type of detailed targeting and monitoring may resolve a particular period of difficulty and pupils may revert to School Action.

Some pupils may remain at Action Plus and continue to be monitored by the appropriate agency throughout their schooling, with the nature of the IEP targets being the provision that changes. Children with sensory impairments, such as vision or hearing, whose impairment does not warrant a Statement, remain at Action Plus with monitoring from the appropriate agency.

Pupils who continue to present with significant difficulties after interventions and support will be referred for a Statutory Assessment of Special Educational Needs.

This assessment level is recorded as Q on the Code of Practice.

- Statutory Assessment Q.

All documentation held by the school will be regarded as evidence of the pupil's needs and evidence of the provision the school has made to meet those needs from its own resources. The SENCO will submit a statutory assessment (Appendix B) to the LEA. This document must show evidence of all planning, all informal and formal assessments and reports from all professional agencies involved. Parental perceptions and observations are a required and important contribution.

An LEA Special Needs Panel consider all the submitted documentation against agreed statutory criteria and, if they consider it appropriate, issue a Statement of Special Educational Need. (Recorded as S). A Statement carries an allocation of financial provision \* in addition to that available from the schools own special needs funding.

\*NOTE: South Gloucestershire L.E.A. introduced changes to Special Needs funding from April 2004.

Children who receive Matrix funding of 105 units and above will continue to receive the appropriate level of financial funding as extra to their schools budget.

Matrix allocations below 105 units will now be delegated to the whole school budget and are not attached to a named child

Few children have needs significant enough to warrant a Statement of Special Needs. Most needs can be met within the normal organisation of the school, utilising appropriate resources and support interventions.

## APPENDIX 3. IDENTIFICATION AND ASSESSMENT

- Provision and processes for identification and assessment of special needs are detailed in Appendix 2B Processes for Provision.
- Assessment in school informs target setting and is carried out termly and stored in each pupils individual Assessment Book.  
A copy of the timetable for assessments in each Key Stage is attached to this appendix. The SENCO will provide extra input and support for assessment activities as necessary and/or when requested.
- Assessment and information obtained from the review of IEP's or Group Plans is used to inform subsequent planning  
General class targets should incorporate special needs targets whenever possible to engender an ethos of positive inclusion.
- Assessment relating to Specific Learning Difficulties, Speech and Language Needs, Moderate Learning Difficulties, Physical Needs or Emotional and Behavioural Difficulties is carried out by the appropriate professional agencies and always with the parent/carers consent.
- The school uses a consistent, nationally recognised assessment system, which relates to the Early Learning Goals and to Statutory Assessment.  
Statutory Assessments (Yr2/Yr6) and Optional Statutory Assessments (Yrs 3,4 and 5) are kept in data base format and updated annually.  
This allows for continuous and consistent monitoring of individual children and under-achieving cohorts of children, allowing the Head, SMT and SENCO to deploy resources at the start of each year based on analysis of the type and spread of needs across each year group. For some pupils with Learning Difficulties assessment and targets will be informed by P.Scales.

## APPENDIX 4. MONITORING AND EVALUATION.

### MONITORING.

- The SEN Register is kept in SIMS format and updated termly. The register monitors the numbers of children at each stage of the Code of Practice and movement within the stages of provision during the course of each school year.
- Differentiated group work, such as extra literacy support, and Statement support are monitored by the SENCO through weekly records relating to 1:1 provision and weekly records relating to specific programmes of learning delivered in small group settings.
- Targets written into Individual or Group Plans are subject to formal monitoring for review but regular, informal monitoring can provide knowledge of attitudes and behaviours that contribute to academic and social progress. IEP's and Group Plans are only useful when they form the basis for communication and interaction between pupils, teachers and Teaching Assistants.  
Full copies of IEP's are kept with the SENCO's records and copies are available in the class teacher's SEN folder.
- Teachers discuss learning targets with children, at a level appropriate to their year group. Targets are displayed on the Target Board, on group tables, or recorded in workbooks in the case of older children.
- Children on Group Plans are monitored informally throughout each term and reviewed formally at twice yearly Parent Evenings.
- Children with Individual Education Plans are monitored and reviewed termly, unless an alternative has been arranged.  
IEP's are reviewed with parents/carers at least twice a year, at Parent Meetings. When parents/carers do not attend meetings a copy of the review will be sent home.
- Annual Reviews of Statements are carried out in accordance with the procedures detailed in the Code of Practice. The SENCO is responsible for monitoring that contributes to Annual Review information and reports.
- The progress of children using specific learning programmes, such as phonics programmes or additional literacy programmes, is monitored weekly on forms filled in by the allocated Teaching Assistants and passed to the SENCO. These forms are also used to inform the SENCO of any difficulties and/or to request help and advice.
- The progress of Statemented children is monitored on weekly sheets submitted by the assigned Teaching Assistants and passed to the SENCO. These forms can also be used to inform the SENCO of any problems and/or request help or advice.

- Teaching Assistants keep copies of these sheets for their own files and to use in discussion with class teachers when necessary.

## EVALUATION.

- Evaluation of the success of special needs provision may be informal, represented by the perceptions and informal assessment of teachers, Teaching Assistants, parents/carers and pupils.
- Evaluation may be formal as in the results of Statutory Assessments or Optional Assessments, the attainment of IEP targets or the raising of achievement in targeted groups across each year group. This formal evaluation is available on the school database.

\*Evaluation should be considered in relation to the objectives of our policy.

- Good use of differentiated resources, a variety of teaching styles and teaching assistant support may ensure that pupils do not progress beyond the level of School Action and are able to work at a level, which allows them access to the National Curriculum.
- Pupils with learning difficulties may be successfully attaining each terms targets and maintaining sufficient progress not to require Statutory Assessment, indicating that provision made for them, influenced by the input of out-side agencies, has suitably met their learning needs.
- Evaluation should be made of behavioural support planning, positive-discipline, celebration of achievement in Awards Assembly, social skills input, and training for LBS's. These are whole school initiatives and evidence of their effectiveness will be measured by reduction in anti-social behaviours both in class and in the playground and the development of a positive ethos in the school.
- Early identification of needs within classes and support systems in place to meet those needs will indicate the effectiveness of team working between teachers, TA's and SENCO.
- Positive and productive relationships with out-side agencies will enable us to utilise their advice to provide targets and resources matched to the needs of individual children. Evidence of progress being available from IEP review.
- Good working relationships with parents/carers contributing to positive behaviour of pupils, support for teachers and confidence in the involvement of out-side agencies to advise and support.

## APPENDIX 5. HEALTH AND SAFETY.

General Health and Safety rules apply.

In addition:

- Rules relating to the operating of specialist equipment such as wheel chairs, mechanical hoists or personal medical equipment must be strictly adhered to.
- Adults needing to assist children in intimate situations such as toileting, or showering, must always have one other adult to assist them. Further information relating to physical care is detailed in Appendix 6
- Due regard must be given to issues of manual handling in relation to the safety of both adults and children.  
Information relevant to manual handling is attached.

## APPENDIX 6. GUIDANCE ON PHYSICAL INTERVENTION.

Strict guidelines govern the use of physical intervention and restraint. All staff must adhere to the guidelines.

Parents/carers must be made aware of the guidelines should they become relevant to the handling of their child.

Section 550A of The Education Act 1997 allows:

'teachers, and other persons who are authorised by the Head Teacher to have control of pupils, to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Injuring themselves or others.
- Causing damage to property (including the pupil's own property)
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

The DfEE circular 10/95 'Protecting Children from Abuse: The Role of the Education Service', emphasises the responsibility of LEA's and schools to:

'ensure professional behaviour applies to relationships between staff and pupils, that all staff are clear about what constitutes appropriate behaviour and professional boundaries, and that those boundaries are maintained with the sensitive support and supervision required'.

This guidance is intended to:

- Protect children from abuse.
- Protect staff from risk of allegation.

### SCHOOL CODE OF CONDUCT FOR PHYSICAL INTERVENTION.

It is accepted that some physical contact will occur between staff and pupils in school that is both appropriate and acceptable, and that this does have positive effects.

In public, and with due regard to the pupil's sensitivities, staff might offer approval, reassurance or comfort by gently touching a child's arm or shoulder, or in the case of infant children holding their hand as they walk.

When a pupil's actions threaten to cause injury to themselves or others, or significant damage to property, then it is permissible to use the following methods of physical restraint.

- Where one pupil is attacking another or attempting to damage property they may be restrained by an arm around their arms or trunk.
- If a pupil's actions put him/herself in danger they may be restrained by an arm around their arms or trunk.
- If a pupil needs to be removed to another area they may be led by the arm even if they offer resistance. It is reasonable for two adults to lead the child away if necessary.

- If two pupils are fighting you should attempt to control the situation verbally, if this fails you may restrain them in the manner described. A second adult should always be called to a physical dispute.
- If a child is completely out of control you should remove the audience, i.e. clear the class to another location if possible.

N.B. Not all staff are physically able to physically restrain pupils and your personal health and safety should be considered. You should risk assess the situation to decide whether you can deal with the situation or require assistance.

Guidelines for the use of physical intervention or restraint.

- At all times, in all situations, the minimum physical contact should be used to ensure the safety of the child, or other children.
- Physical contact between staff and pupils should be to meet the needs of the pupil.
- Permitted physical contact should not occur where a member of staff is alone with a child.
- When a situation warrants the use of physical restraint, whenever possible ensure that a second member of staff is present or has been sent for.
- Ensure that the incident is reported immediately to a senior member of staff and recorded in accordance with school policy.
- Ensure that parents/carers are informed.
- Consider whether the situation may arise again and whether a Behaviour Plan may be appropriate.
- Physical contact may be part of a planned programme for a child e.g. intimate care; this should always involve two members of staff and be acceptable to both pupil and parent/carer. The members of staff should be named.