

**Additional policies & documents to be read in conjunction with this one:**

SEND Code of Practice 0-25 years, January 2015, EYFS Framework, the DDA, Disability, Equal Opportunities, Relationships with Children, Teaching and Learning, Curriculum, Safeguarding, Child Protection and Complaints.

Park School aims to provide all children with a broad and balanced academic and social learning environment that is committed to the inclusion of all children. Our philosophy is that all children have particular needs and we aim to develop the full potential of each individual child. We aim to provide a learning environment suitable for all children and recognize that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, impairment, attainment and background.

The school aims to make teachers aware of the principles of inclusion and to develop cultures, policies and practices to enable us to respond to and support all learners.

3 principles for inclusion:

- Responding to pupils' diverse learning needs
- Setting suitable learning challenges
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Aims

- All children will have reasonable access to Park's curriculum, including those with SEN. Staff at Park will welcome children with special educational needs and will adopt a positive attitude towards all children's needs.
- Park expects all pupils to achieve the maximum possible for their developmental stage and recognizes each child's achievements as well as his or her difficulties. Parents are invaluable partners and will be involved in decisions about their children's education.
- Park aims to provide the best setting to meet the need of children with SEN and monitors and evaluates facilities and resources in order to effect improvements.

Objectives

This policy reflects the principles of the SEND Code of Practice 0-25 years (2015):

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- To enable pupils with special educational needs to have their needs met,
- To take into account the views of the pupils with special educational needs,
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and our own curriculum, for pupils with special educational needs,
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies,
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school and local learning community,
- Make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs,

What is Special Educational Needs & Disability?

A child has special educational needs requiring specific educational provisions if he or she has a learning difficulty or is gifted.

A child is gifted if:

- He or she is significantly able in any given area. At Park School, we believe that all children are Gifted and Talented in certain areas, and we aim to discover and support this.

A child has a learning difficulty if:

- He or she has a significantly greater degree of difficulty in learning than the majority of children of his or her age
- He or she has a disability which prevents or hinders the use of educational facilities generally provided for children of his or her age.

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

We have clear processes to support children, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other children.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

STRATEGIES

Developing a positive approach with parents.

The Admissions Policy includes provision for children with SEN to have equal opportunity to access all areas of the curriculum.

Within any Early Years setting or school, a good working relationship with parents is paramount to the

education and development of each child. The school is committed to working with parents and their views and contributions are valued. We welcome a parent's involvement and knowledge as they are the ones who know their child best. Parents are encouraged to come into school to help out or to discuss any concerns they might have about the child's education and well-being. Arrangements can be made for private discussions at a mutually convenient time.

If any member of staff has any concerns about a child a meeting will be arranged with the parents to discuss any action that might need to be taken.

Arrangements for the admission and integration of children with special educational needs.

Our Early Years setting welcomes the opportunity for both parents and children to come for visits prior to starting in the Early Years and to discuss ways in which the setting can provide for the child's individual special educational needs. These visits will also make integration into the Early Years less daunting for the child.

In the same way, children who join later on are invited to come for a four day (or more) practice before they and their parents decide whether or not the school is the appropriate educational setting to enroll the child on a permanent basis. This is appropriate for all children who are thinking of joining our school including those with special needs.

We would like to welcome all children with special educational needs into the main school but as our resources are limited the staff would have to decide along with the parents the requirements of the child. The school will endeavour to make reasonable adjustments. However any additional costs would need to be able to be met by the parents, e.g. specialist assessment, Educational Psychologist, etc. The final decision in this case would rest with the staff and the Council of Management.

Special Needs Coordinator (SENCO).

The lead teacher in our Early Years has responsibility for any children with special educational needs in conjunction with the Teacher in Charge who holds overall responsibility for any liaison with outside agencies. In the rest of the school, the Teacher in Charge has overall responsibility for the day to day operation of the inclusion policy, although writing of Individual Learning Plans and monitoring of these may be delegated to an appropriate member of staff. The Teacher in Charge is the SENCO.

Assessment systems are in place for identification (see Assessment Policy).

Individual Learning Plans. (I.L.P.s)

Individual Learning Plans will be drawn up for each child with additional needs. These should be drawn up by the class teacher and made available to all teaching staff involved with the education of that child. When a child is in receipt of tuition from a special needs designated teacher, this teacher will liaise with the class teacher to contribute to the I.L.P. The clearly defined targets for the individual child will be monitored and checked to see if the targets are being met or if any modification is required. The I.L.P. will be held by the teacher and a copy will be kept by the SENCO in a central resource.

These plans should be reviewed on a termly basis, or more often if required, and a new plan should be drawn up accordingly.

See Assessment Policy, Appendix 8 for I.L.P. template. The following basic information is recorded:

- 1 Name
- 2 Date of birth
- 3 Date of admission to the school
- 4 Does the pupil have a statement of SEN?
- 5 Is the pupil looked after?
- 6 Does the pupil have English as an additional language?

Parents and children are involved in ongoing discussions relating to the I.L.P.s.

Identification and assessment of special education needs.

Due to the Human Scale nature of the school staff get to know the children very well. Our school has a variety of methods for monitoring all areas of a child's development. Through this process any SEN concerns may be identified and an assessment of the child's needs will begin. Any concerns are noted by the staff and are discussed with the parent or carer. This discussion will lead to procedures to support the child's educational needs.

Teachers' responsibilities.

1. Responding to pupils' diverse learning needs

We expect teachers to take account of pupils' different needs and learning styles by:

- Creating supportive and effective learning environments
- Ensuring pupils are motivated and attentive
- Using a range of teaching styles to ensure equality of opportunity
- Using assessment strategies that promote individual pupils' progress (see Assessment Policy)
- Setting targets for learning.

2. Setting suitable learning challenges

Teachers should be aware of the developmental stages of their pupils. We expect teachers to set suitable learning challenges by:

- Teaching knowledge, skills and understanding in ways that suit the pupils' abilities
- Being flexible in planning to accommodate learning needs at earlier or later stages of the curriculum than that planned for the majority of pupils
- Giving pupils opportunities to show what they can achieve

3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

For pupils who have special educational need, a disability or who have particular needs with regard to learning English as an additional language; teachers have a duty to take account of their difficulties and support individuals or groups so they can participate effectively in the curriculum.

We expect teachers to do this by:

- Having regard for the Inclusion policy
- Co-operating with the SENCO and access all information regarding pupils' needs and any advice on learning styles and classroom management
- Planning differentiated work where necessary
- Supporting the use of equipment e.g. laptop computers, to enable access to the curriculum and completion of tasks
- Helping pupils to manage their behaviour and emotions
- Planning appropriate classroom support where appropriate
- Allowing extra time and opportunities for completion of tasks

The school

- Will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils wherever possible
- Works closely with parents to support pupils with special educational needs
- Provides in-service training wherever possible
- Liaises with outside agencies and professionals as necessary

4. Pupils who are learning English as an additional language

Pupils who join Park School for whom English is an additional language will be given opportunities to develop their spoken and written English. Teachers will take account of pupils' age, length of time in the UK, skills in other languages or previous educational experience. We expect teachers to ensure that:

- Opportunities for speaking and listening in English.
- Arrangements are in place, through differentiation, to ensure full access to the curriculum and to assessment procedures.

Procedures.

Any child who is named on the school's special needs register should be the subject of a regular review until there is no longer cause for concern.

The Code of Practice for children with special educational needs involves stages, which include:

- Planning provision for the child
- Monitoring the child's progress
- Re-planning in the light of this progress.

Stage 1. Parents are informed, if unaware of the child's problems, in a sensitive manner in a privately convened meeting with the teachers concerned with the child, along with the SENCO if necessary.

Stage 2. The class teachers will provide an Individual Education Plan, gathering information from all staff and parents.

Stage 3. Support from specialists outside the school setting may be sought, with consent of parents.

During all of these procedures the parents are kept aware of the child's progress through continuous liaison, as and when appropriate, depending on the needs of the child.

Curriculum.

The curriculum for the child with special educational needs will be reasonably adapted according to the child's needs, with individual help when needed.

Resources.

Resources for educational special needs will be catered for on an ongoing basis from the class budgets. The learning resources will be reasonably adapted as will the curriculum, in order to facilitate the learning of the special needs child.

Staff Training.

In-service training

Provision for children with SEN is a matter for everyone in the school.

- The SENCO is responsible for the induction of new staff in terms of the school's Inclusion policy
- The SENCOs will keep abreast of professional developments and current good practice wherever possible
- The SENCO will advise individual staff and will seek out and promote sources and materials appropriate to individual teachers' training needs wherever possible

Support services

- The school invites self-employed, specialist teachers onto the campus and offers parents the option of paying for individual or paired lessons. These teachers may be independent or may be attached to a body such as the Dyslexia Teaching. These teachers agree to follow the school's policy and work through the class teacher.
- The school advises parents on a wide range of available services and advice wherever possible.

Links with schools

The school places great emphasis on the procedure resulting in the correct choice of school for pupils to move on to.

- The class teacher makes contact with the receiving school to discuss the child's individual needs
- Support for parents in choice of next school and in preparing for transfer is offered by the class teacher
- Transfer of information is arranged with the parents' consent and can include the I.L.P. file and the child's last school report letter.

Whenever the opportunity arises staff may attend different courses to broaden their knowledge on Educational Special Needs. All knowledge gained will be shared with the other staff as a matter of course. All teachers and support staff will be alerted to each child's needs.

Complaints.

If any parents have any complaints about our provision for children with special educational needs they should discuss this with the Teacher in Charge (SENCO). The SENCO will investigate the complaint and meet the parents within 2 weeks to discuss the matter. If the situation is not resolved it should be referred to the Chair of Council (see Complaints Procedure)

Monitoring of the Policy

The policy should be reviewed on an annual basis by the Teacher in Charge (SENCO) and the Council of Management. The review includes looking at the effectiveness of identification, efficiency of record keeping, resources and provision.