

Special Educational Needs & Inclusion Policy

POLICY REVIEW INFORMATION:

Policy Reviewed: March 2016

Reviewed by: Alison Waterhouse (SENCo), Linda Morris (Head Teacher),
Sarah Thomas (Development Manager)

Changes made: Complete redraft

Signature

Signature

Name Anton Simanowitz

Name Linda Morris

Chair of Governors

Head Teacher

Date

Date

1. STATEMENT OF INTENT

Lewes New School is an independent primary school and nursery which accepts children from 3-11 years.

Our school offers a human-centred approach where children can feel safe and be themselves, and where relationships are valued and nurtured in a culture of mutual respect. It plays an active role in supporting the wellbeing of every child. The school believes it is the responsibility of all members of the school community, including children, staff and parents/carers, to uphold this culture, and to work towards ensuring that we can all learn together in a safe environment free from fear.

The school is committed to equality of opportunity for all, regardless of race, ethnicity, religion, sexual orientation, social background, disability or special educational need. This enriches our community and is vital in preparing our students for a diverse world.

Lewes New School is committed to inclusion and eliminating discrimination. Children with Special Educational Needs (SEN) engage in the activities of school together with those who do not have SEN, and are encouraged to participate fully in school life and in any wider community activity.

We aim to create a safe place where children feel valued and respected for themselves and where we work together to develop and grow.

This policy is based on the SEND Code of Practice published in July 2014.

The aims of this policy

1. To recognise and provide for:
 - The gifts of each learner
 - His or her own style and mode of learning
 - The right level of challenge to stimulate personal, spiritual, social and academic growth
2. To ensure that a child with special needs has their individual needs met.
3. To actively seek and take into account the view of the child.
4. To actively seek and take into account the view of the parents or main care giver.

This policy should be read in conjunction with the *Meeting Students' Needs Ethos Statement, The Assessment Policy, The Curriculum Policy, Behaviour Policy, and the Equalities Policy.*

2. DEFINING SPECIAL EDUCATIONAL NEEDS

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*¹

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

At some stage during their education, many children will experience learning difficulties and be said to have special needs.

Special Educational Needs have been divided into 4 areas within the SEND Code of practice:

Communication and interaction – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

Cognition and learning – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder

Sensory and/or physical needs – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Whilst these four categories broadly identify the primary areas of need for children and young people, Lewes New School will consider the needs of the whole child and not just their special educational needs.

3. IDENTIFICATION & ASSESSMENT OF SEN

The school ensures the early and effective identification of SEN through:

¹SEND Code of Practice 2001
SEN and Inclusion Policy, March 2016

3.1 Admissions

Children with special needs will be considered for admission on an equal basis with all other children, taking into account the suitability of the school to provide adequate facilities and resources to meet that child's needs.

Our *Admissions Policy* includes the requirement for:

- parents to provide full information about their child before entry to the school;
- children to undertake a minimum of three taster days in order to allow staff to get to know them through a range of different experiences and routines;
- the Headteacher and/ or SENCo to meet with all prospective parents;
- the school to obtain all previous school records and professional reports where they are available
- teaching staff to discuss all prospective admissions at an 'Admissions Panel', to ensure the school is confident it can meet the needs of the child (please see the *Admissions Policy* for more detail).

3.2 Teacher's Observations and Discussion

Our approach to teaching & learning requires teaching staff to make ongoing observations and produce thorough documentation of each child's progress. The teacher is supported in tracking each child's progress and identifying SEN through:

- Pupil Discussion Meetings with the Head and SENCo on a termly basis;
- Fortnightly team meetings;
- Regular reviews of work with the child and parents during Family Consultation Meetings;
- Regular professional meetings with the Head and/ or SENCo.

3.3 Consultation with Parents

- Parents are active members of the school community and are involved in all aspects of their child/ren's education.
- Parents are encouraged to make appointments as needed to informally discuss their child's needs and progress.
- Formal Family Consultations are held termly

3.4 Professional Diagnosis

Children may arrive at the school with a professional diagnosis of a SEND. Their identified needs will be taken into account as part of the admissions process.

If, during the admissions process, the school becomes aware of significant SEND the school may request a professional assessment/ diagnosis (at the parents' expense) prior to the Admissions Panel.

If, during the period of time a child is attending the school, teaching staff become aware of potential SEND, the school may request that parents seek a professional assessment/ diagnosis (at their expense), in order that the school can better understand and provide for their needs.

Parents and children will be fully involved through dialogue and consultation throughout this identification process.

3.5 Statutory Assessment Of Special Educational Needs

If the school is not confident that we can fully meet the child's needs we may consider approaching the LEA with a view to obtaining an Education Health Care Plan (EHCP). This will always be done in consultation with parents.

The EHCP can be requested by either the school or parents.

In considering whether an EHC Plan is necessary the LEA will carry out a Needs Assessment. This will consider all available evidence of action taken by the school to meet the child's SEND. An EHC Needs Assessment will not always lead to an EHC Plan.

The purpose of an EHC Plan is:

- to make special educational provision to meet the child's SEN;
- to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood;
- to specify the arrangements for setting shorter term targets at school level.

4. THE SPECIAL EDUCATIONAL NEEDS REGISTER

Concerns about any particular child are entered on the school's SEN register. These concerns will be linked to the 4 areas of need. They may include: medical, social, emotional and academic needs.

These students are kept under close review, and may be added or removed from the Register as necessary during the year.

The following codes are used in the SEN Register to identify provision:

P	Support for SEN due to a professional diagnosis.
K	Support for SEN put in place because of need identified by the school.
SBAP	School Based Action Plan

EHCP Support put in place because the school is collecting evidence for an Education Health Care Plan (which may be due to school's identification of SEN and/ or a diagnosis by another professional).

Support put in place due to an EHCP will be highlighted within the SEN Register.

SBA and EHC Plans will be kept securely, accessible solely by the Head, SENCO, class teacher and parents. EHC Plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child or young person.

The SEN Register is kept electronically.

5. THE INDIVIDUAL PROVISION MAP

All children who have support put in place have a Provision Map. This is shared with the children and their parents, and details:

- the support the student is receiving;
- who is delivering this support;
- how often support is offered;
- what the specific targets are for the term ahead.

The Provision Map is completed by the class teaching team and SENCo, in consultation with the child's parents.

The Provision Map sets out the way in which the child's provision differs from the whole class provision/ curriculum.

5.1 Targets within the Provision Map

The SENCo, teacher, child and/ or parent may all be involved in setting and/or approving targets.

The IPM will contain a limited number of targets (optimally three or four) that are SMART: Specific, Measurable, Achievable, Realistic and Time Specific.

Targets are reviewed by teaching staff and the child at the end of the term, in accordance with the principles of the school's *Assessment Policy*.

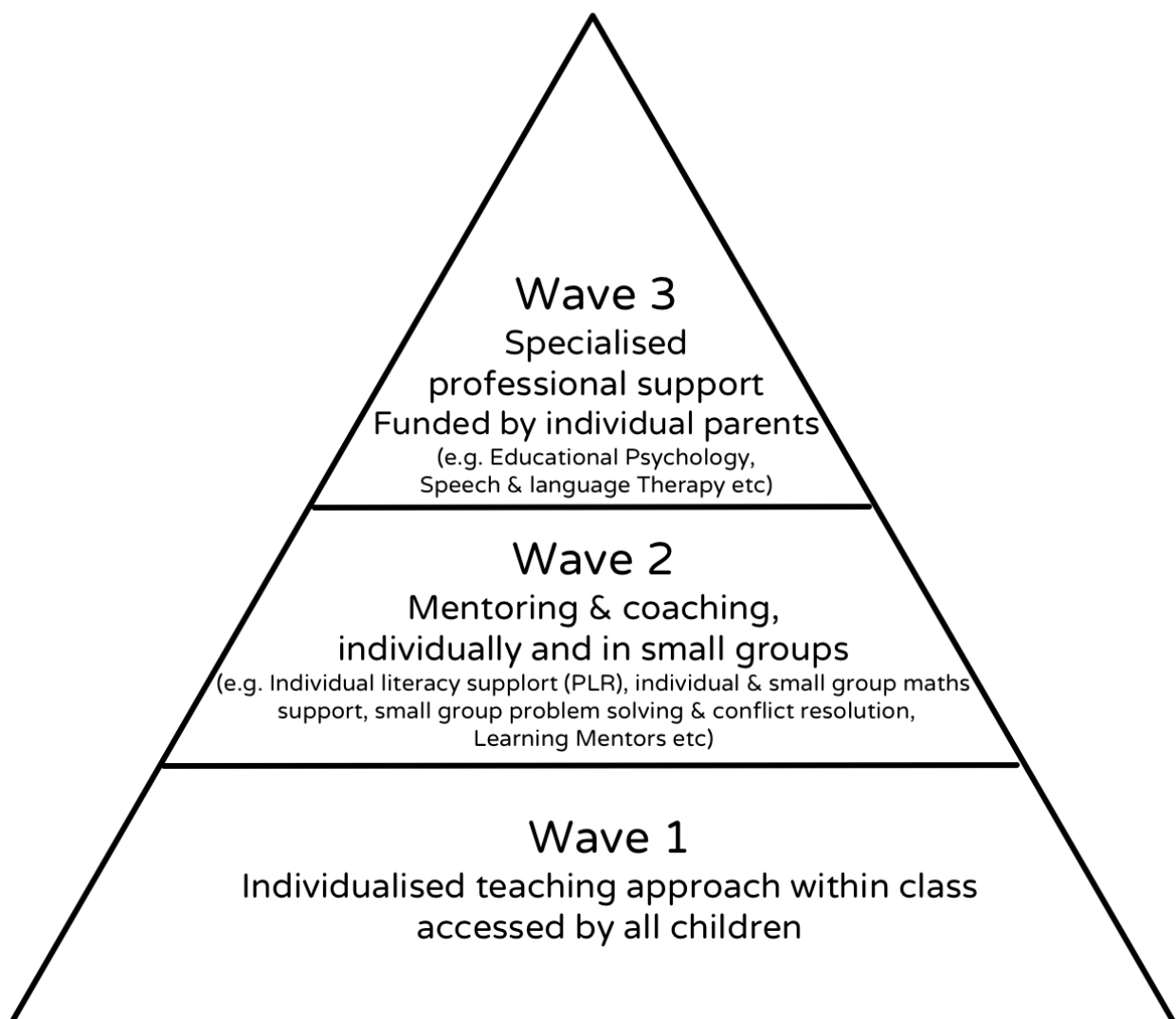
6. SUPPORTING SPECIAL EDUCATIONAL NEEDS

At Lewes New School we follow a **graduated approach**, which is a model of action and intervention designed to support children with SEN. The approach recognises that there is a continuum of SEN and, where necessary, increasing specialist expertise may be required to help individual children manage specific learning or behaviour differences.

We are committed to working in partnership with parents and carers and involving children in decision making about their needs and how best these can be supported.

Parents are fully consulted and informed about the provision being made for their child and how they can support their child's development.

6.1 A Graduated Approach to Supporting SEN



Wave 1 Provision: Supporting SEN within the Classroom

The school strives to include children with SEN fully in the life of the class and school. Wherever possible, the school will seek to meet all children's needs as far as possible within the classroom.

We achieve this through our provision of:

- A small learning community and mixed age classes;
- A co-created, holistic curriculum;
- A flexible timetable with provision for whole class teaching, small group teaching and individual learning;
- A balance of teacher-directed and child initiated activity;
- A pedagogy that is inquiry-based, experiential and supported by ICT;
- Assessment that enhances learning through ongoing observation and analysis and the active involvement of the child;
- Student voice and agency, that involves students in their learning arrangements and the organisation of the school;
- Genuine partnership with parents and the community;
- ongoing training, reflection time and professional development for all our teaching staff;

For more details please see the *Meeting Students' Needs Ethos Statement*.

Wave 2 Provision: Supporting SEN Individually and in Small Groups

Where the school feels that a child's needs are not fully being met within the classroom, they may be withdrawn from the class for short periods for small group or individual sessions.

Wherever possible, sessions are timetabled to ensure children are fully engaged in whole class curriculum and activities.

This support may be provided by:

- Teaching Assistants trained and supported in personalised literacy and numeracy interventions;
- Learning Mentors trained and supported in mentoring individual children experiencing a range of emotional, social or academic challenges;
- The SENCo, Head or another member of the teaching team trained and supported in small group work to explore friendship issues and resolve conflict.

All Wave 2 provision is co-ordinated and overseen by the SENCo.

Wave 3 Provision: Supporting SEN Through Specialised Intervention

From time to time the school may require additional professional intervention to assess and support a child's needs (eg. educational psychologist assessment, speech and language therapy and occupational therapy).

Where the school feels professional intervention is required, this will be paid for by the individual family concerned.

6.2 Supporting Transitions

Lewes New School SEN support includes planning and preparation for transitions between phases of education, key stages and year groups.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

The school maintains and develops links with all receiver secondary schools in order to support the transition of all students. The transfer of children with SEN to secondary school is planned between the class teacher and SENCo from both schools. Professionals from outside agencies may also be involved.

Students' records are passed to other schools at the time of transfer.

7. ROLES AND RESPONSIBILITIES WITHIN THE SCHOOL

7.1 The Governing Body

The governing body will, in collaboration with staff:

1. Determine and monitor the school's policy and provision for children with SEN.
2. Establish and maintain appropriate staffing and funding arrangements.
4. Report to parents annually on the school's policy for SEN.

7.2 The SENCo

The SENCo will, in collaboration with teaching staff:

1. Oversee the day-to-day operation of the school's SEN policy and provision.

2. Co-ordinate provision for children with SEN including assessments, planning interventions, and monitoring and reviewing support already in place.
3. Ensure effective communication and information sharing, including systems for liaising with colleagues, parents, governors and external agencies.
4. Ensure all staff are fully aware of the school's policy and procedure for identifying, assessing and supporting for children with SEN.
5. Provides appropriate training and ongoing support and advice for staff according to need.
6. Maintain the SEN register and accurate records of all children with SEN.
7. Maintain and update SEN resources.
8. Establish close, supportive working relationships with parents.

7.3 Teaching Staff

1. Provide appropriately for the needs of all children in their class, and seek advice of the SENCo if necessary.
2. Maintain ongoing dialogue with the Head and SENCo around the needs of all children in their class, both those already on the SEN register and others.
3. Maintain up-to-date records for all children in their class, including Provision Maps for those on the SEN register.
4. Attend termly Pupil Progress Meetings with the Head and SENCo, and report individual children causing concern to staff meetings as appropriate.

8.GLOSSARY

ASD	Autism Spectrum Disorder
CPD	Continuing professional development
EHC	Education, Health and Care
HI	Hearing impairment
MLD	Moderate learning difficulties
MSI	Multi-sensory impairment
PD	Physical disability

PMLD	Profound and multiple learning difficulties
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech, language and communication needs
SLD	Severe learning difficulties
SpLD	Specific learning difficulties
VI	Visual impairment

9. FURTHER INFORMATION

www.parentlinksussex.org.uk

East Sussex County Council Website, giving help and information for parents of children with additional needs

www.eastsussex.gov.uk/childrenandfamilies/specialneeds/sen/default.htm

East Sussex County Council Website

<http://www.ace-ed.org.uk>

The Advisory Centre for Education provides information and advice about Admissions, Attendance, Bullying, Exclusions and Special Educational Needs.

<http://www.anti-bullyingalliance.org.uk>

Information and advice about how to deal with bullying and the impact that bullying can have.

www.bdadyslexia.org.uk/

Information about dyslexia, assessment and identification, exam concessions etc.

<http://www.cafamily.org.uk>

Information and support to parents of children with many different sorts of disability.

www.dyspraxiafoundation.org.uk

Information and support for individuals and families affected by dyspraxia.

www.mind.org.uk

Advice and support regarding mental health issues.

www.mentalhealth.org.uk

Mental Health Foundation has on-line information about anxiety, depression, ADHD etc.

www.nas.org.uk

The National Autistic Society give useful advice to parents of autistic children, including an online directory.

www.youngminds.org.uk

Young Minds is a national charity committed to improving the mental health of all children, advice about depression, eating disorders, and other mental health issues affecting children.

10. MONITORING THE EFFECTIVENESS OF THE POLICY

The Head Teacher, SENCo and Nominated Governor for SEN work together to ensure all changes to regulations and recommended best practice are incorporated into policy and procedures.

The Full Governing Body review the effectiveness of policy and practice against any activity relating to SEN on a termly basis, through the Head's Report.

This policy will be reviewed and updated bi-annually.

11. PUBLICISING OUR POLICIES & PROCEDURES

Lewes New School makes its policies and procedures available to all parents of children and of prospective children on the school's website and in the school office.

On completion or review, all policies and procedures are communicated to all staff and are linked to the induction of all new staff.