



Shapla Primary School

Access and Inclusion Policy

Reviewed: September 2011

Review September 2014

Introduction

This policy outlines the roles, responsibilities and obligations of the school for meeting the needs of all pupils with Special Educational Needs as outlined in the Code of Practice (November 2001)

Shapla Primary School is an Inclusive School. We work hard to remove barriers to learning and by providing equality of opportunity we promote high achievement for all children. We believe that the good use of learning support benefits all pupils irrespective of their needs.

2.1 Principles of the Access and Inclusion Policy

- **All Pupils should be valued as individuals with unique strengths and interests that will contribute to the school.**
- **All children should be given opportunities to experience success and feel positive about themselves**
- **We recognise that many children may need additional support at some time during their schooling due to academic, social, emotional or medical reasons.**
- **Additional support should facilitate the inclusion of pupils, supporting their social and academic development within the classroom, not isolating them from their class and group setting.**
- **All pupils need to have full access to a broad, balanced curriculum at an appropriate level, meeting the requirements of the Foundation Stage and the National Curriculum.**
- **Special Educational Needs is the responsibility of all staff and Governors and should be incorporated into all policies.**
- **Parents have a vital role to play in supporting their child's education.**
- **The views of the child should be sought and taken into account.**
- **Children with Special Educational Needs should be identified at an early stage.**

2.2 Objectives of the Access and Inclusion Policy

- To set out the entitlement for pupils with Special Educational Needs
- To explain how the responsibilities of the school, as detailed in the Code of Practice (November 2001) will be fulfilled. Account will be taken of the Statutory Guidance on Inclusive Schooling (November 2001) and the Special Educational Needs and Disability Act 2001
- To make every attempt to include all children in the school, unless the child's inclusion is incompatible with the efficient education of other children.
- To inform parents of their rights and responsibilities, as detailed in the Code of Practice
- To encourage school and parents develop an active partnership to ensure that parents are fully involved in their child's education.
- To encourage teaching and non-teaching staff at an early stage to identify pupils with Special Educational Needs.
- To clarify the responsibilities of all those supporting the learning of pupils with Special Educational Needs.

- To improve the communication between all those involved with pupils learning i.e. teachers, support staff, parents and external agencies.
- To develop strategies for monitoring and improving our practice to enable effective access to the National Curriculum.
- To ensure that pupils are fully informed and involved in the decision making process.

2.3 Critical Success Factors

- All staff are aware of the Access and Inclusion Policy and their responsibilities toward children with Special Educational Needs.
- Professionals and parents work in partnership
- Professionals take account of parent's views
- Those responsible for SEN provision take into account the views and wishes of the child
- Children with Special Educational Needs are identified at an early stage
- The culture, practice, management and deployment of resources are designed to ensure that all children's needs are met.
- Provision and progress is monitored and reviewed regularly

2.4 Role of the Access and Inclusion Coordinator

Carol Cafagna is the school's Access and Inclusion. Her current role is to:

- Oversee the day to day operation of the school's Access and Inclusion policy
- Coordinate provision for children with Special Educational Needs
- Maintain and update the SEN register
- Liaise with and be available to advise fellow teachers
- Hold highlighting meeting twice a year with class teachers to ensure
- Manage the work of teaching assistants
- Oversee the records of all children with Special Educational Needs

- **Ensure that Children at School Action and School Action Plus have up to date IEP's**
- **Liaise with parents of children with Special Educational Needs**
- **Liaise with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.**
- **Promote partnership with parents involving them in supporting their children**
- **Organise and chair Annual review meetings**
- **Assess individual children for learning/ behaviour when appropriate**
- **Work directly with children at School Action Plus unless an outside agency is actively involved.**
- **Identify training needs and organise appropriate support**
- **Liaise with transfer school when pupils with Special Educational Needs join or leave the school.**
- **Be aware of good practice and new strategies for assessing children**
- *Extend and maintain a resource centre for SEN*
- **Regularly evaluate the SEN policy, taking into account changes in Government legislation and Borough initiatives**

2.4 Arrangements for Coordinating Access and Inclusion

- **The Access and Inclusion coordinator will liaise with and advise teachers, making use of the expertise within the school as well as consulting with outside agencies when appropriate.**
- **The Access and Inclusion coordinator will liaise with learning Support Staff when necessary and hold regular meetings.**
- **The Access and Inclusion coordinator will meet with individual members of staff, when requested, to discuss pupil's needs.**
- **The Access and Inclusion coordinator will hold highlighting meetings twice yearly with class teachers and other appropriate staff to review children on the SEN register and discuss other children of concern.**
- **The Access and Inclusion coordinator will liaise with other staff e.g. literacy, numeracy, IT coordinators to plan intervention programmes.**
- **The Access and Inclusion coordinator will liaise with the EMAG coordinator to discuss the needs of pupils with English as an additional language that may have special educational needs.**

3. Identification Assessment and Provision

3.1 Identification

- **Concerns about a pupil should be raised by any teacher or professional involved with the child. All teachers are teachers of children with special educational needs.**
- **Early identification, assessment and provision for any child with special educational needs is crucial.**
- **Parents may initially raise concerns and should be listened to carefully**
- **Pupils may raise concerns about their learning needs and should be listened to carefully.**

- A child may have an identified need when starting at school or when transferring from another school and this needs to be identified as soon as possible.
- Use should be made of general school assessments, such as baseline assessments, National Curriculum tests, reading and numeracy tests to identify pupils with special educational needs.
- Careful observations play an important part in early identification of a child's special educational needs.
- Parents have a valuable contribution to make towards the assessment procedure.
- Pupils should be asked about their learning needs.
- Identification of the special educational needs of children whose first language is not English, requires special care. Lack of English must not be equated with learning difficulties. At the same time, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason.

3.2 Assessment

A wide range of assessment tools may be used according to the particular perceived difficulty. These will include:

- Baseline and National Curriculum tests
- General School testing including reading tests and numeracy tests
- Careful class observations including behaviour observations both in the classroom and out in the playground
- Individual Literacy Assessments including Individual Reading Analysis, Early Literacy Test, Phonological tests
- Individual numeracy assessments using the tests such as the BEAM individual diagnosis.
- Referral should be made to outside agencies for more specialised or detailed assessments, including speech and language service, behaviour support team, educational psychology service, and other health services.

3.3 Provision

General Procedures

- Provision will be made with regard to the Code of Practice and with good practice developed by Tower Hamlets
- A register will be kept of all children identified with special educational needs
- A graduated response should be followed that encompasses an array of strategies
- A staged approach will be followed as described in the Code of Practice. These stages are not a continuum along which all pupils placed on the register will proceed. Pupils will only move stages if clear evidence for such a move is present.
- There should be an integrated approach to the educational, health and welfare needs of children with special educational needs where health and social services are involved. (as laid down in the Children Act 1989)

Stages

3.1 School Action

Trigger

Concern is raised about the progress of a child, underpinned by evidence, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching strategies are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques used by the school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and /or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Action and Responsibility

- Parents should be consulted and fully informed
- Pupils should be consulted and involved
- The class teacher and Access and Inclusion coordinator should collect all the available information about the child and seek additional information where necessary (including from outside professionals where appropriate)
- The Access and Inclusion coordinator should take the lead in the further assessment of the child, in planning future support and in monitoring the action taken.
- The class teacher remains responsible for working with the child on a daily basis and for the implementation of the individualised programme.
- A record should be kept including assessments and details of extra help given.
- An IEP will be completed and reviewed at least twice a year.
- Support might need the deployment of staff for individual or group work with the child, or use of extra resources or specialised equipment including IT resources.

3.2 School Action Plus

Trigger

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 serious difficulties in developing literacy and mathematical skills.
- Has emotional and/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 ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning.**

Action and Responsibility

- **Normally a request for help from external services will be made.**
- **The Access and Inclusion coordinator will take a leading role working closely with the class teacher, support staff and external agencies**
- **All evidence collected so far will be reviewed and further assessments undertaken as necessary.**
- **IEPs will be written using advice from external specialists. The IEP should set out fresh strategies for supporting the child.**
- **The delivery of the interventions recorded in the IEP continue to be the responsibility of the class teacher.**

3.3 School Request for a Statutory Assessment

Trigger

Despite receiving an individualised programme and/or concentrated support under School Action Plus the child:

- **Continues to show significant cause for concern.**
- **In consultation with the Educational Psychologist and parent, it is felt that a Statutory Assessment is required.**

Responsibility and Actions

The Access and Inclusion coordinator will provide written evidence about:

- **The school's action through School Action and School Action Plus**
- **Individual education action plans for the pupil**
- **The pupil's health including the child's medical history where relevant**
- **National Curriculum levels**
- **Attainments in literacy and mathematics**
- **Educational and other assessment, for example from an advisory specialist teacher or educational psychologist**
- **Views of the parent and child**
- **Involvement of other professionals**
- **Any involvement by Social Services or Educational Welfare Service**

3.4 Working with Children with Statements of Special Educational Needs

Responsibilities and Actions

- Support will be provided as directed on the Statement
- Regular planning meetings will be held and Individual Educational Plans written.
- Annual reviews will be held once a year
- Pupils and parents will be involved as much as possible in planning meetings.

3.5 Individual Education Plans

- The IEP should only record that which is additional to or different from the differentiated curriculum plan.
- The IEP should be discussed with the child and the parent.
- IEP's should be reviewed at least twice a year
- The IEP should record the following information-
 - The short term targets set for or by the child
 - The teaching strategies to be used
 - The provision to be put in place
 - When the plan is to be reviewed
 - Success criteria
 - Outcomes

3.6 Record Keeping

We recognise the need to keep up to date records so that pupils' needs can be assessed, monitored and met effectively.

Records for a pupil on the SEN register may include:

- Test results, e.g. SATs, reading tests etc
- Observations of behaviour, attitude to learning
- Reports submitted and contact with external agencies
- Samples of work to illustrate progress as well as concerns
- Review forms and IEPs
- Contacts with parents
- Child's own perceptions of any difficulties
- We use standardised forms for all stages
- Completed forms and IEPs are kept by the Access and Inclusion coordinator and class teacher
- Copies of information and current forms are kept in the classroom in a clearly marked folder
- Parents have access to all SEN records and can request access to these via the the Access and Inclusion coordinator
- IEP's inform the curriculum planning of class teachers

4. Monitoring

A variety of ways help the school to monitor SEN

- **Highlighting meetings**
- **Completion of SEN forms by the class teacher and Access and Inclusion coordinator**
- **Annual Reviews**
- **Observations by Teaching Assistants and teachers**
- **Sampling of work**
- **Audit of SEN throughout the school**

4.1 Highlighting Meetings

- **Staff work with the Access and Inclusion coordinator three times a year to review SEN within their class**
- **The purpose of these meetings is to**
 - **Review pupils on the SEN register**
 - **Review and monitor IEPs**
 - **Contribute to staff development by sharing good practice**

Where appropriate other teachers e.g. EMAG teacher, teaching assistants and other professionals will be invited to these meetings.

5. Working in Partnership with Parents

Parents hold key information and have a critical role to play in their children's education. We will try to support parents so that they are able to:

- **Recognise and fulfil their responsibilities as parents in playing an active role in their children's education**
- **Have knowledge of their child's entitlement within the SEN framework**
- **Make their views known about how their child is educated**
- **Have access to information, advice and support during assessment and related decision making processes.**

We will try to involve parents by

- **Discuss with parents concerns at an early stage**
- **Encourage parents to attend review meetings especially Annual Reviews and meetings where decisions are taken.**
- **Involve parents in supporting IEPs**
- **Providing interpreters when necessary**
- **Providing time for parents to discuss SEN concerns with the Access and Inclusion coordinator**
- **Providing information about SEN and informing parents of available independent advice such as the Parents Advice Centre**

6. Pupil Participation

We believe that children should be involved in decisions about their education. They need to know that they are listened to and that their views are valued. This should include:

- Helping to set learning targets and contributing to IEPs
- Contributing to the assessment of their needs
- Contributing to the Annual Review
- Being involved in discussions about choice of school

Children with particular needs may require special requirements to help them communicate their views.

7. Curricular Access

- All pupils should be involved in curricular activities and differentiation provided when needed.
- At times it may be necessary for a pupil to work on a specific programme of work either individually or in a small group. This may be provided either in or out of the classroom.
- Class teachers will work collaboratively with support staff, setting clear parameters for roles and responsibilities.
- The class teacher and/or Access and Inclusion coordinator will discuss targets and programmes of work for SEN pupils with learning support assistants.
- Pupils are entitled to support to enable them to access the curriculum. This support should
 - Recognise individual learning needs
 - Facilitate access to a balanced curriculum
 - Move forward learning
 - Address targets in IEPs and Statement

8. Resource Allocation

The budget for Statemented pupils from the LEA is delegated to schools. This budget provides for:

- Learning Support Assistants
- Specialist Teacher Time

The school SEN Budget provides for:

- Access and Inclusion coordinator time to oversee and coordinate SEN across the school and to work with pupils at School Action, School Action Plus and pupils with Statements of Special Educational Needs
- Teaching staff to attend Annual Review meetings and highlighting meetings with the Access and Inclusion coordinator
- LSAs and Teaching Assistants to provide support in the classroom and to provide additional programmes including
 - Early Words

- **Early Literacy Support**
- **Additional Literacy Support**
- **Further Literacy Support**
- **Speech and Language programmes**
- **Fine / gross motor skills**

A resource and ICT area has been established in collaboration with English and ICT Co-ordinators

9. Use of Outside Agencies

We understand the importance of working in close partnership with outside agencies and the need for good communication and flexible working. We work closely with the following agencies:

- **The Educational Psychologist visits the school regularly. The number of visits in a year is allocated centrally by the LEA**
- **Advice is sought from the Support for Learning Service where there is a continued concern about a child. This includes advice on:**
 - **Behaviour**
 - **Literacy**
 - **Speech and language**
 - **Visual impairment**
 - **Hearing impairment**
- **Children are referred to the Speech and Language Service.**
- **Children are referred to the Occupational Therapy Service and we liaise regularly with Occupational Therapists and Physiotherapists**

We recognise the importance of an integrated approach to the education, health and welfare needs

10. Arrangements for Dealing with Complaints

- **We undertake to ensure that parents are aware of the policy for SEN provision in the school.**
- **Parents are made aware of the Parents Advice Centre where they can receive independent advice. Parents are also made aware of the SEN section at Tower Hamlets where they can seek advice.**
- **Complaints from parents and pupils will be handled through the usual procedure for such complaints via the Head Teacher.**

11. Links with the Governing Body

The Governing Body has statutory duties towards pupils with SEN. These include:

- **Ensuring that pupils with SEN are identified at an early stage and that necessary provision is made for them**
- **Ensuring that pupils with SEN are included in the activities of the school alongside other pupils as far as is practically possible**

- **Appointing a responsible person to make sure that teachers are aware of pupils with a Statement of Special Educational Needs**
- **Reporting to parents on the implementation of the school's policy for pupils with special educational needs**
- **Ensuring that parents are notified of a decision by the school that SEN provision is being made for the child**

12. Admissions Policy

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practices advocated in the Code of Practice

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