

## **Inclusion and Learning Support Needs Policy**

The Inclusion and Learning Support Policy takes careful account of the Education Act 1996, the Code of Practice 2001, the Special Educational Needs and Disability Act 2001, The Children Act 2004; Every Child Matters: Change for children 2004; the policy of the Local Education Authority and the aims of the school as outlined in school documentation.

### **Definition of Special Educational Needs**

Children have Special Educational Needs if they have a learning difficulty which calls for Special Educational Provision to be made for them.

Children have learning difficulties if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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 local education authority.
- (c) Are under compulsory school age and fall within definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special Educational Provision means:

- (a) for children of two or over, educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

*SEN Code of Practice section 1.3 2001 (section 312 Educational Act 1996)*

Blue Coat School places great importance on ensuring that the needs of ALL children and young people in the school are met, and fully recognise that some children will require additional help to access the curriculum and fully participate in learning. Blue Coat is working towards becoming an inclusive school, treating each learner as an individual, with individual needs, rights and responsibilities. We will respond to these in a way which ensures equality of access to learning, achievement, accreditation and self-development, through the appropriate allocation of resources. The vision for Inclusion and Learning Support, aims and Objectives are set out below:

### **Vision**

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that:

All children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in social activities and to contribute to and benefit from it.

Pupils who have special education needs should be supported wherever necessary to achieve full access to the whole-school curriculum. This will need to be facilitated through a range of access technologies including skilled staff, specialist equipment and resources.

All students with special educational needs at Blue Coat School have access to a balanced and broadly based curriculum. This includes full access to the National Curriculum. Wherever possible students with statements of special educational needs will be educated together with students without special educational needs.

## **Aims**

- To support an inclusive education for pupils with special educational needs.
- To alleviate the effects of educational disadvantage.
- To perform an advocacy role on behalf of pupils with special educational needs.
- To work with parents and pupils in raising attainments.
- To contribute to staff-training programmes.

## **Objectives**

1. To implement the Special Educational Needs Code of Practice ensuring that the special educational needs of all students are identified, assessed and provision made to meet such needs.
2. To ensure effective assessment and provision through partnerships with parents and students; the LA; support services and outside agencies.
3. To ensure access to the National Curriculum and a broad and balanced education which meets the special educational needs of all identified students.

## **The Management of Inclusion and Learning Support**

The Assistant Head Inclusion / designated Special Educational Needs Co-ordinator currently has the responsibility for the day to day operation of the SEN policy.

## **Admission Arrangements**

The school adheres to the admission policy of the LA and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with special educational needs who are without statements. It does, however, endeavour to provide appropriate support for pupils with a range of special educational needs.

## **Access for the Disabled**

There is limited wheelchair access to the Grove, Main and Science sites. There is a parking space for the disabled close to the ramp outside reception at main school. Access to toilet facilities has been available on the Grove and Main site. The needs of pupils will be taken into account when considering time tabling arrangements wherever possible in order to ensure full access to the curriculum.

## **SEN Budget**

With regard to the annual allocated budget as set out in LA documentation and in line with the aims and beliefs of this policy document.

Budget priorities will be reviewed annually and for the academic year 2009 - 2010 the following priorities have been identified:

1. Staffing to meet the needs of pupils at school action and school action plus
2. Staffing to meet the needs of pupils with statements of educational need
3. Continuation of support intervention programmes
4. Develop the Learning Support Base.
5. Establish and develop Success Centre to ensure the needs of students with behavioural issues can be met on the school site. HLTA Ms. Brown to be responsible for the day to day running of the Success Centre.
6. Staffing to meet the needs of pupils requiring mentoring interventions.

## **Access to the curriculum**

To accommodate pupils who are designated as having a special educational need, the school provides:

- three unqualified teachers & two LSA to support pupils at School Action and School Action Plus enabling appropriate access to the curriculum via in class, small group and individual support.
- five LSA's to support statemented pupils to enable appropriate access to the curriculum via in class, small group and individual support.
- individualised timetables to accommodate specific needs (this may include disapplication from National Curriculum subjects as agreed through formal requests).
- learners with additional needs, are identified through the use of baseline testing, internal assessment and pastoral care.
- all learners with additional needs have access to a broad balance and relevant curriculum.
- support will be provided to raise the attainment of all students with additional needs through Learning Support staff as appropriate.
- all staff will celebrate success and share good practice; recognising and celebrating a diverse range of achievements.

The school will ensure that students with special educational needs engage in school activities together with students who do not have special educational needs. Integration is achieved through the provision of support staff where necessary and the training of teachers to meet the needs of those students who have been identified as having special educational needs.

The school recognises that in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and pupils will always be involved in discussions when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

## **Staffing Policies**

All teaching staff are teachers of pupils with Special Educational Needs and therefore have a responsibility for identifying and responding to the needs of all students. It is the responsibility of each Head of Department in consultation with the Special Educational Needs Co-ordinator and other appropriate agencies to:

- ensure that identification of and provision for, students with special educational needs follows Stages (School Action, School Action Plus & Statemented), as laid down in the Code of Practice.
- monitor curriculum content, teaching strategies and resources to ensure that appropriate provision is being made for students with special educational needs.
- regularly review schemes of work and lesson plans to ensure that differentiation takes place, enabling all students to reach their full potential.
- achievement of targets should be monitored by each Head of Department and will be reviewed by the Special Educational Needs Co-ordinator at appropriate times in the school year.
- liaise with the Special Needs Co-ordinator to identify training needs for all teaching staff and determine how best such needs can be met.
- have a departmental special educational needs policy which gives specific details concerning the provision for students with special educational needs within that department.
- liaise with their link SEN assistant; LSA's to be invited to departmental meetings and offer support and advice to departments.

All details of students with identified special educational needs will be available in the case of a student transferring to another mainstream school or a special school. When students leave the school, any requests regarding students with special educational needs will be considered by the Special Educational Needs Co-ordinator in discussion with other staff and external agencies. Where

appropriate there will be full involvement with health and social services, educational welfare services and any voluntary organisations in implementation of this policy.

### **Evaluating success**

The notion of ‘value added’ is an important one to Blue Coat School and is monitored by pupil achievements in relation to assessments and results in the following ways:

- i) examination / test results, both school based and external.  
(P scales are used for pupils who have not yet achieved National Curriculum level 1).
- ii) school’s award schemes
- iii) extracurricular activities
- iv) work experience success and the destinations at the end of the pupil’s school career.

### **The Role of the Governors**

The whole governing body has a responsibility to produce an annual report, which will state the number of students with special educational needs in the school and comment on the school’s effectiveness in the implementation of the Inclusion and Learning Support policy in respect of:

- i) identification of need
- ii) notification to parents of a child who is deemed to have special educational needs
- iii) assessment of need
- iv) provision for meeting special educational needs
- v) provision of an inclusive environment for all
- vi) methods of monitoring, recording and reporting
- vii) SEN funding and spending
- viii) deployment of equipment, personnel and resources
- ix) the use made by the school of the outside agencies and support services
- x) SEN as an integral part of the school development plan

### **Parent Partnership**

Parents are viewed as partners in their child’s education and are kept fully informed about this. They will be contacted directly should there be any change in their child’s progress, behaviour or educational provision within school. It is the responsibility of the SENCo to work with Heads of Year and other appropriate agencies to develop a positive dialogue with parents to encourage them to make an active contribution to the identifying and meeting of their child’s special educational needs. The process for contact with parents in respect of pupils who have special educational needs will be:

1. SENCo to meet with parents to discuss pupil’s placement at School Action and School Action Plus levels.
2. Part of the cycle of reviews to take place at scheduled parent’s evenings.
3. SENCo to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil’s progress.
4. SENCo to meet with parents where a request for formal assessment is to be made.
5. In addition to the reviews/parents’ evenings, those parents who have a child with a statement of educational need will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussions or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their own child and any school documentation they may feel appropriate.

The school will seek to arrange for a translator where requested by parents or deemed necessary by the SENCo to ensure the partnership in developing strategies to help an individual student.

## **Queries and Complaints**

Parents are partners with the school and are welcome to query decisions made by the school through the school's designated channels. In the first instance these should be relayed to the Assistant Head Inclusion / SENCo by calling for a discussion / to make an appointment, or by writing in to school. If it is a complaint, it may be that it can easily and quickly be dealt with by a telephone conversation. Please be aware that all of our staff in the school will be fully involved in teaching and supporting children so the times at which they can come to the phone are limited. In the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the Assistant Head Inclusion / SENCo to discuss this further. If you are still not satisfied that your concerns have been resolved then you should contact the Head Teacher.

In discussion with the Assistant Head Inclusion and the Head Teacher every attempt will be made to resolve the complaint. If the complaint cannot be resolved in this way then the complaint may be referred to the Governing Body and following this to the appropriate LA Department.

## **Partnership with External Agencies**

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of the partnership whose aim is to provide, as highlighted in the Code of Practice and Every Child Matters, an integrated, high quality, holistic support which focuses on the need of the child.

## **Evaluation of the Special Educational Needs Policy**

In order to evaluate the success of this policy the following criteria are currently used. They will be reviewed on an annual basis.

1. Regular review meetings between the Assistant Head Inclusion and the Head Teacher.
2. An annual report by the Governing Body of the school. This will include information on the implementation of the school policy for special educational needs together with any identified recommendations for amendments, which may be needed in light of the report.
3. Half-termly reviews in the form of a written report or a presentation to the Governing Bodies' Pastoral Committee.