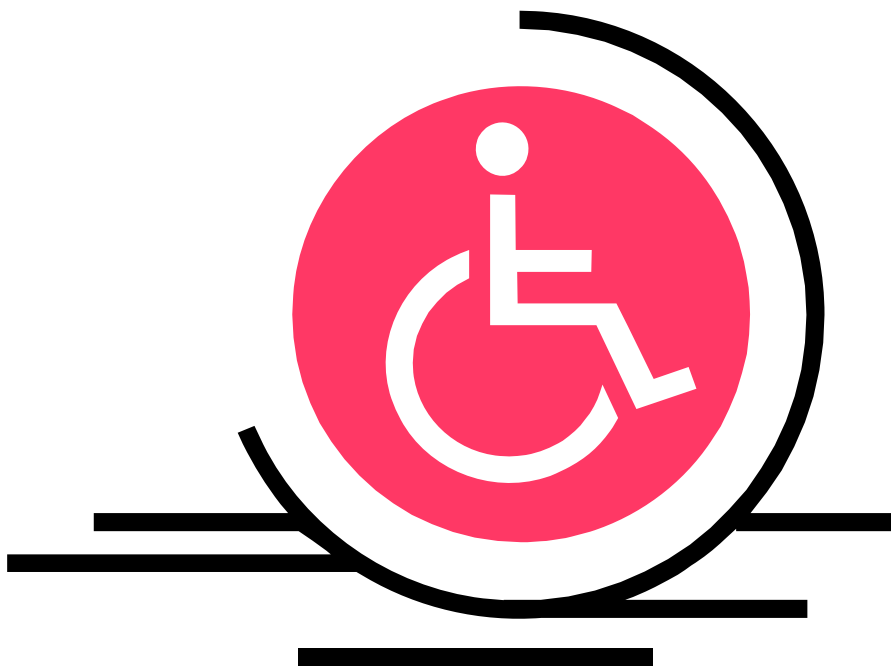


West Exmoor Federation



Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities

Revised in June 2007

Policy to promote the successful inclusion of pupils with special educational needs and disabilities within the West Exmoor Federation

Within the West Exmoor Federation, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

The specific objectives of our SEN policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body's School Profile will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it.

The named SEN coordinators (SENCo) for the West Exmoor Federation are Sandie Chope, Jayne Peacock and Steve Chope. A member of the Governing body (to be agreed) takes a special interest in SEN, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LEA **admissions criteria** which does not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the schools within the Federation well in advance so that consultations can take place. Whilst the schools have some facilities for pupils with mobility difficulties, it would be necessary to improve access to certain areas of the buildings should the need arise.

Identification and Assessment of special educational needs

The West Exmoor Federation is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of

evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and / or different provision is necessary. (See Appendix: Triggers for **School Action** and **School Action Plus**). There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the schools' medical register.

Provision/action that is additional to or different from that available to all will be recorded in an Individual Education Plan (IEP). This will often be written by the SENCo but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- 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 and/or exit criteria

The IEP will be reviewed every term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, we may seek further advice and support from outside professionals. (See Appendix: triggers for **School Action Plus**). These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have statements of SEN, as well as the review of their IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCo will liaise with the SENCo at Ilfracombe Community College (or any other relevant secondary school) to ensure that effective arrangements are in place to support pupils at the time of **transfer**.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

The schools' **complaint procedures** are set out in the school prospectus. The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The schools within the Federation make an annual audit of **training** needs for all staff taking into account school priorities as well as personal professional development. The schools are allocated funding from the

Standards Fund each year which may use to meet identified needs. Particular support will be given to NQTs and other new members of staff.

The schools will provide information about the **Parent Partnership** Service to all parents of children with special educational needs. Our local Parent Partnership worker is Catherine Beckett. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

External support services play an important part in helping the schools identify, assess and make provision for pupils with special education needs.

- The schools receive regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.
- In addition the schools may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Liaison meetings between the Foundation Stage teachers and Playgroup Leaders are held to ensure a smooth start to school for children in the Foundation Stage
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties

Policy reviewed: June 2007

Due for review: June 2009

Appendix: Triggers for School Action and School Action Plus

School Action is triggered when a child:

- Needs support additional to or different from that normally provided through the normally differentiated curriculum.
- Has made little or no progress as a result of normal curriculum input and teaching approaches have targeted identified areas of weakness.
- Shows signs of difficulty in developing Literacy and mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by behaviour management techniques usually employed within 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

School Action Plus is triggered when a 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 difficulty in developing Literacy and Mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual 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 cause substantial barriers to learning

Statutory Assessment is triggered when:

- The child demonstrates significant cause for concern despite the school's action through *School Action* and *School Action Plus*