



Tiffin School

# **Special Educational Needs Inclusion Policy & Strategy**

Incorporating Disability Access

**Autumn 2009-2012**

## **SEN Inclusion Policy & Strategy**

Content:	Page:
Context	2
Vision and Principles	3
Aims and objectives	3
Keeping the policy under review	4
What more is left to do?	5
Appendices:	
1. Definition of SEN and Disability	6
2. Provision Maps	6
3. Information Regulations	7
4. Glossary of terms	9

## **Special Educational Needs (SEN) Inclusion Policy & Strategy**

### **1. Context**

The SEN (Special Educational Needs) Policy is a key element of Tiffin school policy framework for supporting the needs of all students at the school

We believe all pupils can make progress and with the right help, reach their potential at school and develop the skills to become independent, economically active citizens. Our future strategy for SEN is focused on three goals; personalisation, inclusion and partnership.

- This policy reflects the key priorities of the Kingston Boroughs Children and Young Peoples Plan

The overriding priorities continue to focus strongly on improving children's life chances by:

- Maintaining the excellent progress of all students at the school
- Raising educational standards and improving outcomes for all,
- Improving prevention services and safeguarding
- Supporting and engaging parents and carers, and promoting the physical and emotional well being and mental health of children and young people
- Listening to children and their parents

The School is committed to putting people first; promoting equality of opportunity and inclusion, particularly for people with disabilities and working towards ensuring good relations between people of different backgrounds.

We support teachers and teaching assistants in meeting the needs of children and young people with SEN and those with disabilities (Learning Difficulties and Disability LDD). We utilise the Borough and other Local educational authority services to give help when difficulties occur.

We know our approaches have been effective because more children, particularly with autism, are being included in our school. However, we are not complacent.

We place importance on parents and students as partners. We have made good improvements in the quality and range of information we provide.

We have strengthened what we can achieve through joint working with professionals from other agencies and across disciplines.

We have provided clear definitions of SEN and disability (see Appendix 1). We have adapted buildings and provided equipment to improve physical accessibility, putting changes in place which we believe demonstrate reasonable adjustment.

## **2. Vision and Principles**

- All parents and carers are partners in meeting the needs of their children and in developing responsive and timely services. They are entitled to good quality, accessible information, support and independent advice
- All children and young people are valued equally and have the right to learn, enjoy their time in school, achieve and participate fully in education and in the wider community regardless of their abilities or behaviours
- All children and young people with SEN/LDD will achieve more if we have high expectations of them
- All children and young people are empowered; their voice is heard and listened to
- Our school will be inclusive and welcoming, delivering highly skilled teaching recognising personal strengths and differences.
- Outcomes for children and young people with SEN/LDD are improving through us working with statutory and voluntary agencies.
- Everyone has a responsibility to be alert to the disadvantages children and young people face because of race, gender, social and economic circumstances. We know that the biggest barrier facing children with disabilities is the negative attitude which still exists in areas of society; practice which does not redress this barrier leads to discrimination.

A key priority is to maintain the progress of individual children and young people with SEN/LDD.

## **3. Aims and objectives**

### **3.1. To maintain and improve the quality of provision for children and young people with special educational needs, by:**

- Providing a high quality support for students through working collaboratively with the student the parents along with the RBK and with other agencies.
- Ensuring progress is tracked and achievement identified and celebrated
- Providing high quality information and support to ensure all staff are confident about meeting the needs of all learners.
- Working with the SEN Governor of the school to support the needs of learners and to remove attitudinal and physical barriers to access and inclusion.
- Making arrangements to ensure smooth transition when a child transfers to the school and moves on to university or elsewhere.

### **3.2. To implement consistently effective, cross agency systems, by:**

- Ensuring the meaningful involvement of learners and their parents
- Working with other agencies to implement the Common Assessment Framework (CAF) as part of a coordinated and staged approach to early identification, information sharing and packages of support

- Encouraging parents/carers, private and voluntary settings and the Borough to work together in recognising individual needs, drawing on external advice and using delegated resources flexibly to make appropriate provision
- Using comparative data to continue to improve achievement in our school.
- Continuing to ensure high quality Statements of SEN and high quality Annual Reviews

### **3.3. To ensure resources are allocated and used efficiently and effectively by:**

- Matching the needs of children and young people with SEN/LDD to the provision within the school and the Local Authorities.
- Utilising specialist services, such as Educational Psychology, according to need and ensuring monitoring is in place to allow the allocation of these services to be assigned proportionately.
- Monitoring and reviewing overall resourcing levels to ensure the best possible match to needs and available resourcing
- Ensuring children and young people with SEN/LDD and their families benefit from resources delegated from the LAs.
- Promoting arrangements to join up different agency resources. 'pooling budgets' where appropriate to ensure the needs of those with SEN/LDD have their needs met
- Ensuring any Children 'looked after' in Public Care who join the school are supported.

## **4. Keeping the Policy under Review**

The strategy covers the period to Autumn 2012 in line with the LA

All pupil progress is reviewed through individual targets and progress made.

For those pupils subject to a Statement, the Statutory Annual Review will also look at whether the objectives in the Statement have been met and consider the plan for the following year. We work with the Local Authority officers from the Support for Learning Service and Educational Psychology Service, when undertaking this statutory function.

We will measure the success of our strategy by looking at progression data. We will monitor our overall objectives to increase accessibility and set out our strategy in an action plan.

The school improvement cycle of analysis, action, evaluation and review is the key to building sustainable improvement. In effective, inclusive schools, learners with SEN/LDD are fully included in this cycle.

We welcome feedback on the strategy at any time. We will make changes immediately where reasonable adjustments are needed or to prevent unlawful discrimination. We will collate and analyse feedback.

## 5. What more is left to do?

Tiffin school working with RBK continue to improve children and young people's life chances and recognise that the best way to do this is through providing excellent universal services complemented by first class targeted and specialist support.

The RBK Children and Young People's Plan sets out how we intend to maintain improvement over the next three years.

Working with the local authority we want to:

- Continue to maintain the good progress and attainment of children with SEN/LDD.
- Ensure all provision for children with SEN/LDD is of a good or outstanding standard
- Address the numbers of pupils identified with SEN/LDD
- Embed strong support for emotional well being and mental health; developing children's resilience and resourcefulness
- Support pupils at times of transition; to Tiffin school and into further education, employment and training
- Ensure that children and young people who are looked after do not face disadvantage in accessing services
- Improve LA and schools communication and consultation with parents
- Support parents through information and advice, signposting services and help to understanding their child's difficulties
- Increase parents' confidence in the support their children receive.
- Recognise the important role played by the third sector and voluntary organisation in providing services and supporting families
- Ensure our improvements for physical accessibility include Information and Communication Technology, particularly for sensory impairments
- Promote a culture of respect and change negative attitudes
- Successfully achieve the objectives in our Children and Young People's Plan (CYPP).

### Definitions

We use SEN/LDD to mean all children and young people with special educational needs, learning difficulties and disabilities.

#### Definition of SEN

We use SEN to describe significantly greater difficulty learning than the majority of children the same age; or a disability which prevents or hinders them learning as successfully.

#### Definition of Disability

We use the Disability Discrimination Act (DDA) definition; a physical or mental impairment that has a substantial and long-term adverse effect on normal day to day activities. This includes asthma, diabetes, cancer, multiple sclerosis and HIV. This definition says that the effects must last at least 12 months and day to day activities means mobility, dexterity, physical co-ordination, continence, speech, hearing or eyesight, ability to concentrate, learn or understand perception of the risk of physical danger.

The DDA sets out a general duty to promote equality of opportunity; eliminate unlawful discrimination for a reason related to disability and harassment; promote positive attitudes towards disabled people; encourage participation in public life by disabled people; take steps to meet disabled people's needs, even if this requires more favourable treatment.

It also requires the production of a Disability Equality Scheme with the involvement of disabled people. It should set out how evidence is gathered and analysed to inform actions to increase access to the curriculum, physical environment and written information, as well as arrangements to assess the impact of their existing and proposed. The DES should include a 3-year action plan for the next three years and report on progress every year.

The DDA requires reasonable adjustments.

### Provision Maps

The school uses 'Provision Maps' as a tool to help us plan and set out a summary of the help for pupils with additional needs, showing 'at a glance' the range of staffing and support.

For children with a Statement of SEN, the Headteacher with the SENCO has responsibility for setting short and long term targets which are integral to his individual learning programme. Regular monitoring and review, at least termly, give a broader view of progress for the learner and their parents as well as used to improve curriculum and intervention planning.

**a) General arrangements to identify children with SEN/LDD**

The school utilises the information on students with SEN/LDD at School Action and Action Plus which are used to inform their education.

**School Action and School Action Plus**

Schools have the skills and the resources to be able to meet most pupils' needs themselves. This leaves the LA to make provision for a much smaller group of children and young people, typically those with severe and complex needs.

When a school identifies that an individual child is having SEN/LDD difficulties which may need some additional support in class, this extra help is known as School Action. If sufficient progress is not made it will become necessary to do something different, and extra, to what has already been done. If the difficulties persist and lack of progress remains an issue, it may be necessary to introduce more specialist intervention. This is known as School Action Plus. It is usual for the school to involve a range of specialists from outside of the school at this stage. This means more help for pupils with the greatest needs and less help as things improve.

**Criteria for School Action and Action Plus**

**School Action**

The following triggers for intervention at School Action are suggested.

- Makes little or no progress even when teaching approaches are targeted in a child's area of relative weakness
- Shows signs of difficulty in developing literacy or mathematics 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 usually employed in 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**

The following triggers for intervention at School Action Plus are suggested.

- Continues to make little or no progress in specific areas over a long period
- Continues working at a level substantially below that expected of children of a similar ability
- 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 individualised behaviour 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.

Tiffin School use the criteria to:

- identify when children should be on their SEN registers
- help them know when to move to School Action Plus
- trigger a referral to the LA for severe levels of difficulty

### Strategy

Any concerns from the above guidance are given to the form tutor and passed on to the head of year then they will forward on to the senco for further action. If the concern is English as an additional language (EAL) then the concern flows up to the head of year then to The EAL coordinator Mrs N Anson / Mrs L Keirle.

### Action

All students are screened on entry to year 7 and L6 for dyslexia and dyspraxia. Significant needs are addressed by a qualified teacher of literacy. Other needs are addressed by meeting with the students and their parents and other outside agencies as appropriate. Areas to improve and strategies to do so are talked through and staff and parents are informed on the actions and targets on which the student wishes to move forward on.

### Rolls

### Staff

It is the duty of all staff to utilise strategies suggested to support students. Perhaps more importantly it is to inform others of the strategies that best work with specific students.

### Senco

It is the duty of the senco to keep all concerned informed about the best way to support the student in achieving their potential. To do this the senco, along with parents or guardians, will utilise the best advice both from within the school and outside agencies to form a strategy to support the student. The senco will update the SEN register termly and review progress of each child on school action and school action plus termly.

### Literacy support

The literacy support teacher should see individuals or groups of students and guide them to utilise the strategies that best support themselves

### Teaching assistants

The teaching assistants should utilise the time allocated to the named student to principally support that student and also support staff to best enable the named student to learn. If it is possible to fulfil this first aim and support others simultaneously then this will be undertaken.

EAL

The EAL Coordinator will support students who have significant difficulty expressing themselves in English due to a great knowledge of a different language used at home.

#### Appendix 4

#### Glossary of terms and abbreviations in this document

Abbreviations	Terms
ASD	Autism spectrum disorder
BESD	Behavioural, emotional and social difficulties
CYPP	Children & Young People's Plan: Strategic plan of the Council and its partners to improve the lives of all Kingston's children
DDA	Disability Discrimination Act: Key legislation to protect disabled people from discrimination
DES	Disability Equality Scheme: A written plan setting out what the LA will do to promote equality for disabled people. It is a statutory requirement of the DDA for all public bodies to publish a scheme.
DCSF	(formerly DfES) Department for Children, schools & families
ES	Equality Scheme
FAP	Fair Access Protocols
ICT	Information & Communication Technology
ICOUNT	Register of Children with Disabilities
LA	Local Authority where the child resides
LDD	Learning difficulties and disabilities
P-LEVELS	Assessment Tool for measuring small steps in children's progress below the levels of the National Curriculum
PPS	Parent Partnership Service
Private & Voluntary	Private and Voluntary day schools and nurseries
SAAG (and SALEP SCEP)	Statutory Assessment Advisory Group (SAAG) A multi-professional meeting to discuss provision and placement and recommend to the LA. SAAG has 2 sub groups to review children with communication difficulties and their admission to nursery and school (SALEP for children with language difficulties and SCEP for social communication disorders).
SEN	Special Educational Needs: term used to describe greater difficulty learning. Includes some disabilities but not all.
SENCO	SEN Co-ordinator: Teacher who has day to day responsibility for children with SEN
SEN/LDD	Special educational needs, Learning difficulties and disabilities
SIP	School Improvement Partner
SRP	Specialist resourced provision.
STATEMENT	A legal document setting out the needs and help given to an individual pupil with severe and/or complex SEN learning difficulties

Updated April 2010