



Willows Primary Academy



SEN Inclusion Policy

This policy was formally adopted by Willows Primary Academy on: May 1st 2013

The renewal date for this policy is: May 1st 2014

Aims

At Willows Academy it is the aim to provide all pupils with the opportunity to fulfil their potential. Implicit in our philosophy is the notion that all teachers are teachers of pupils with fully inclusive needs. Pupils identified as Able and Talented (see A&T policy) are catered for in an inclusive manner which enables them to access our broad, balanced and aspirational curriculum whilst being given encouragement and opportunity to excel in their fields of excellence (see G&A policy). The philosophy demands that individual differences are recognised within classes and catered for appropriately. The match between teaching styles, curriculum materials, expected learning outcomes and pupil ability is crucial. This is the context in which the policy on educational inclusion must be seen.

Objectives of the policy

The objectives of this policy are to:-

- i) Ensure the identification of pupils with educational inclusion needs within the framework of the Code of Practice, the School Partnership Trust Academies (SPTA) and the Local Educational Authority's overall policy.
- ii) Ensure the staff of the academy and the governing body are fully aware of pupils with educational inclusion needs
- iii) To enable quality, appropriate provision for pupils with educational inclusion needs to be secured.

The Educational inclusion Co-ordinator

(i) The academy's Educational inclusion Co-ordinator responsible for the day to day operation of the policy is

Admission arrangements

The academy is an inclusive academy. Pupils with educational inclusion needs are admitted to the academy in accordance with the normal arrangements, which apply to all pupils. All pupils who have a statement of educational inclusion shall be admitted to the academy.

Resources for Educational inclusion needs/Learning Difficulties and Disabilities (LDD)

It is recognised that most resources will be for all pupils and therefore accessible to pupils with educational inclusion needs. This may include, for example, workbooks, which are differentiated to a suitable degree. Some resources, on the other hand may be allocated specifically for pupils with educational inclusion needs. This could be special items of equipment or textbooks.

Criteria for the identification and assessment of pupils with special educational needs.

The academy will adhere to the requirements of the Code of Practice

(i) Initial identification

The academy has procedures for identifying Special Needs. This forms the basis of the initial identification of pupils with SEN/LDD Pupils will fall into the following categories:-

- (a) they have a statement of educational inclusion needs or formal assessment procedure is in progress;
- (b) they have educational inclusion needs, which are monitored and reviewed according to the requirements of the Code of Practice.
- (c) They have no record of educational inclusion.

On entry to Willows Academy pupils are assessed using teacher assessment which informs future provision.

(ii) Later identification

A pupil's performance at Willows Academy may give sufficient reason for observations to be put in place. These will probably fall into the following categories:

- (a) Prolonged periods of disturbed or unacceptable behaviour;
- (b) Frequent absences which necessitate the involvement of outside agencies;
- (c) Inability to cope with the normal curriculum for whatever reason e.g. poor language skills, poor concentration, poor personal organisation;
- (d) Pupils who have a disability which requires a modified curriculum;
- (e) Pupils whose home language is not English;
- (f) Pupils who have come from a different educational system and may need time to readjust.

Informing staff

Information about a pupil's special educational need is passed on to staff in the academy in the following ways: -

- (i) SEN/LDD register is updated on a termly basis and distributed to all staff.
- (ii) Face to face liaison between the SENCO and appropriate teachers
- (iii) Individual Education Plans for statemented pupils
- (iv) The attendance of appropriate teachers at formal review meetings
- (v) SEN/LDD issues being on the agendas of pupil progress meetings
- (vi) Information on academy data management system (Otrack)

Assessment and recording procedures

The needs of most pupils will be met by appropriate differentiation of the normal curriculum and will be monitored by subject teachers.

Those pupils who require additional support for whatever reason, will be noted according to the Code of Practice at:

Action Plus

All pupils have individual targets set in each subject but for some pupils an IEP will be prepared which outlines the pupil's personal targets within a class. The IEP is prepared with the SENCO and reviewed at appropriate intervals.

The needs of pupils with statements of educational inclusion will be reviewed according to the statutory requirements.

Access to the curriculum

Pupils with educational inclusion needs are fully integrated within the academy. Each class teacher will determine how the needs of the pupils are best catered for. The match between a pupil's ability and an appropriate curriculum is crucial. Teachers are encouraged to exercise and

develop their provision for pupils with special educational needs in order to ensure full access to the National Curriculum at the necessary level.

The SENCO will provide support to colleagues.

The nature of this support is negotiable with the class teacher and subject co-ordinator and may be determined by the needs of the individual pupil and/or teaching group. The support may involve inclusion staff using time to prepare differentiated teaching resources or the SENCO giving advice.

Monitoring and Evaluation

The successful operation of the SEN/LDD policy should ensure a whole academy awareness and response to SEN/LDD issues. The success of the policy should be observable in the following ways: -

(i) evidence from classroom practice e.g. employment of appropriate teaching styles, differentiation of tasks, use of appropriate resources.

(ii) the fulfilment of statutory duties e.g. management of statements of SEN/LDD.

The answers to the following questions would also act as a measure of the success of the policy

(iii) are pupils with educational inclusion identified within the framework of the

Code of Practice, SPTA policy and the L.A.'s overall policy

(iv) are the staff and governing body aware of pupils with special educational needs?

(v) Does the academy secure appropriate provision for pupils with special educational needs?

The involvement of parents and complaints procedures

Parents should be involved at all stages whenever concerns about a pupil's progress are expressed.

However should a complaint occur the problem may be dealt with initially at the point of contact and the matter referred as soon as possible to the SENCO who will take up the issue and liaise with all those involved.

Links with outside agencies

The SEN co-ordinator will maintain links with the L.A. Support Service, the Schools Psychology Service and special agencies such as the NHS. The pastoral team would be the normal point of contact with Educational Welfare and Head of Pupils Support with Social Services. Liaison within the academy will ensure appropriate personnel are informed of matters that affect them.

Staffing and Partnership

In service training

The CPD co-ordinator will maintain an overview of training needs.

In service training needs for SEN will normally arise in the following ways;-

- i) a whole academy need is identified e.g. the teaching of pupils on the autistic spectrum;
- ii) an individual teacher identifies a need e.g. as a result of an appraisal;
- iii) Learning Support Assistants identify a need.

The above items will normally be met by one of the following means

- courses provided centrally by the local authority;
- courses provided by outside agencies;
- courses provided in academy by outside agencies;
- SENCO meeting individual staff or departments.
- Whole academy training needs may be described and provided for via the academy improvement plan, whilst faculty needs would normally be identified as a result of performance management. Other needs may be responded to as and when they arise and normally in consultation with the CPD co-ordinator.

Academies