

Oakley Lower School

Special Needs and Inclusion Policy

April 2010

Rationale:

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Oakley Lower School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners.

We believe that all children, including those identified as having Special Educational Needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

The Code of Practice 2001 defines Special Educational Needs as a learning difficulty which calls for special educational provision to be made. It identifies a child as having a learning difficulty if he or she:

"has a significantly greater difficulty in learning than the majority of children the same age "
or
"has a disability which either prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA".

Approximately 20% of pupils will need special needs provision at some point in their school life. Special needs support is appropriate only for pupils who require action that is additional to, or different from, the normal range of differentiated activities in the classroom. Support may need to be short term or long term.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional, behavioural or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Oakley Lower School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We see the inclusion of children identified as having Special Educational Needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The Special Needs and Inclusion policy provides a focus for governors, staff and parents to develop and maintain appropriate resources, planning, implementation, monitoring and evaluation to ensure that the needs of pupils are met in line with the aims of the school. The responsibility for implementing the policy lies with the Head Teacher on behalf of the Governing Body.

Objectives

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with Special Educational Needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at **School Action** or **School Action Plus**.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.
10. To foster effective working relations between governors, the staff of the school, parents, the LA and outside agencies, including the Local Health Authority and Children's Services.
11. To ensure that pupils' individual needs and the needs of the groups in which they are placed are met in an appropriate and complementary manner and within a safe and stimulating environment .to foster integration within school and within the wider community and to make appropriate transition arrangements in preparation for leaving school.
12. That SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
13. To provide staffing levels, subject to financial constraints, which are favourable to meeting pupils' needs and which will foster their progress.
14. To maintain on-going in-service activities so that staff continue to develop professional skills appropriate to pupils' individual needs.

Arrangements for co-ordinating SEND provision

In consultation with the SENDCO it is part of every class teacher's role to ensure that children with Special Needs are taught appropriately. Learning Support Assistants and/or a Nursery Nurse may be used to perform a variety of tasks e.g. working with specific groups or individuals within the class. Children are withdrawn from the classroom for short periods if it is felt that lack of concentration would hinder progress, or, the activity requires a quiet place.

1. The SENDCO will meet with each class teacher to discuss additional needs concerns and to review IEPs.
2. The SENDCO will be alerted to newly arising concerns at other times when the need arises.
3. Where necessary, reviews will be held more frequently than twice a year for some children.
4. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENDCO monitors planning for SEND and supports year group teams with curriculum planning.
6. The SENDCO monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
7. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually by the SENDCO and Headteacher in line with current pupil needs, educational initiatives such as literacy and numeracy strategies and the budget. Additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Roles and Responsibilities

Class teachers are expected to:

1. Make use of all resources available, including outside agencies.
2. Be aware that teaching methods and classroom organisation may have to be modified eg: use of differentiation, alternative strategies and equipment and flexible grouping.
3. Identify and meet children's learning needs (as distinct from learning difficulties), and set realistic goals.
4. Encourage children with learning and/or emotional behavioural difficulties to achieve success and feel good about themselves.
5. Collect and record all information about the child which will help in the formulation of appropriate provision.
6. Assess, plan and review progress.
7. Complete and review IEP's in consultation with parents and with support from the SENDCO as appropriate.
8. Meet with the child's parents and any agencies that may be involved and keep them informed about the child's needs and progress, keeping records as appropriate.
9. Keep and update the records together with the SENDCO.
10. Consult and work with the SENDCO, particularly at School Action and School Action Plus; Early Years Action and Early Years Action Plus.

The Special Needs and Disabilities Co-ordinator is responsible for:

1. The day to day operation of the schools' Special Educational Needs policy.
2. Liaising with and advising class teachers.
3. Co-ordinating provision for children with Special Educational Needs - monitoring the implementation of programmes and their effectiveness and progress.
4. Maintaining the schools' Special Educational Needs Register and overseeing the records on all pupils with Special Educational Needs.
5. Contributing to the in-service training of staff.
6. Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
7. Ordering / purchasing /maintaining equipment and resources.

8. Attending courses, reading publications, keeping up to date with new developments.
9. Liaising with the pre-school, feeder school and next school at transfer.

The Headteacher will :

1. Ensure the school has a nominated Special Educational Needs and Disabilities Co-ordinator
2. Be kept informed of pupils who have been identified as having Special Educational Needs
3. Ensure teachers are aware of the importance of early identification and provision for these children
4. See that the school's Special Educational Needs Policy is reviewed regularly and that such a review is incorporated in the school's development plan
5. Report annually to the Governing Body on how the Special Educational Needs of all pupils are being met
6. Inform the parents of children with Special Educational Needs that appropriate educational provision is made available to meet their child's needs

The Governing Body has a statutory responsibility to ensure that the Special Educational Needs of all children in their school are met.

The SEND Governor has regular meetings with the SENDCO and reports on the current situation at each Governors' meeting.

The SEND governor reports the number of pupils with Special Educational Needs and monitors the effectiveness of the school's system for:

- identification
- assessment
- provision
- monitoring and record keeping
- use of outside support services and agencies

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. Significant achievements and difficulties will be recorded. The SENDCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Identification of children with Special Educational Needs.

Children's needs are categorised using the SEN Code of Practice

The Four Dimensions of Need

These are:

- Cognition and Specific Learning
- Behavioural, Emotional and Social
- Communication and Interaction
 - a) Speech and Language difficulties
 - b) Autistic Spectrum Disorder
- Sensory and/or Physical
 - a) Hearing Impairment
 - b) Visual Impairment
 - c) Physical and Medical difficulties

It is essential to identify needs as early as possible in order to ensure that a pupil has the necessary skills to be successful in the next stage of learning. The earlier action is taken, the more responsive the child is likely to be (Code of Practice 5:11).

Initially class teachers identify children with special needs. They know the children in their class well and are usually very aware of a child who experiences difficulty.

Every member of staff takes responsibility for every pupil that they teach. The SENDCO (Special Educational Needs and Disabilities Co-ordinator) will provide advice, guidance and support where necessary.

Once a child has been identified as having a Special Educational Need the parents are consulted and, following discussion with the parents he/she is put on the SEND Register. An IEP (Individual Education Plan) is drawn up by the class teacher to address the specific need. Targets / objectives are set, to be reviewed at least twice a year, and the parents are asked to sign the IEP.

There is a continuum of support which increases in line with the pupils' degree of need.

We are aware that early identification and support can prevent the development of more significant needs. Children and their families often need support from different services at various times in their lives. We use the Common Assessment Framework (CAF) and Multi-Agency Allocation Groups (MAAG) to ensure individual needs are identified as early as possible, and the appropriate services are allocated.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a Key Stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEND
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **School Action** provision
- Additional support through **School Action Plus** provision

Our current criteria for **School Action** and **School Action Plus** are described below

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **Early Years Action/School Action** level may need to be made.

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to have significant needs which are not being met by current interventions.
- Continues working at national curriculum levels substantially below that expected of a child of a similar age
- Continues to have difficulty in developing literacy and mathematical 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 providing direct intervention to the pupil or advice to staff by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Early Years Action/School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing intervention
- The child shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum **areas**
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **Early Years Action/School Action**.

Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support. Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The group may be taught by the class teacher and also supported by a TA.

A child receiving support at **Early Years Action/School Action** will have an Individual Education Plan. This forms an individual record for the child and contains a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. Individual Education Plans (IEPs) will be reviewed at least twice a year, although some pupils may need more frequent reviews.

Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

Early Years Action Plus/School Action Plus builds on the arrangements for school/early years action to enable the school to match provision to meet children's needs. Provision at this level includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress.

School Action Plus would be indicated where there is evidence that the level and duration of the child's additional needs is such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at School Action Plus will have an Individual Education Plan. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

Statutory assessment builds on arrangements for School/Early Years Action and Action Plus to enable schools to match provision to meet children's needs. It is appropriate only for children with long term needs that arise from a major disability in one or more of the four dimensions. In these cases, the severity of the child's Special Educational Needs indicates a need for the LA to take responsibility and become more actively involved

The school is required to submit evidence to the LA who make a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. When the LA is considering whether to make a statutory assessment or is conducting an assessment, the school, in partnership with parents and support services, remains responsible for the child's education provision.

Statutory Assessment

A statutory assessment does not always lead to a statement, but the assessment is the necessary preliminary to the issue of a statement. The information gathered during an assessment may indicate ways in which a child's needs can be met by his or her school without a statement.

A child who has a **Statement of Special Educational Needs** will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENDDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school as required (LA timetable allocation permitting).
- The LA Special Needs Support Service visits, when required, to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.
- Teachers from the sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.

The SENDCO liaises with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are given the option to discuss their child's Special Educational Needs at another time.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if

this fails to resolve the issues, the Governing Body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

- There is an opportunity annually for parents to provide feedback on SEND provision.
- The school values the support of Bedfordshire Parent Partnership Service which gives confidential and impartial advice to parents and carers of children with Special Educational Needs.

Links with other schools/Transfer arrangements

Transition and Transfer

- Meetings are arranged between Pre- school staff, Foundation Stage staff and advisory services where appropriate. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting. We welcome visits by staff and use the reports which our feeder settings can provide for us to ensure that we meet the needs of individuals and that children make a positive start in school.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs.
- When children transfer from Oakley Lower School to a new school we will pass on details of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request. Where appropriate meetings are arranged between advisory staff, school staff and parents to ensure a smooth transition to the next school.
- Additional visits are arranged for children with Special Educational Needs.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO, and referrals will be made as appropriate.
- Children's Services and the Education Welfare Service will be accessed through the Children's Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENDCO if there is a concern they would like discussed.

Record Keeping

Record keeping and detailed, accurate documentation is a vital element of the school's SEND policy. The class teacher is primarily responsible for recording the SEND provision but may seek guidance from the SENDCO and appropriate outside agencies when drawing up IEPs, which are reviewed at least twice a year. Copies are given to the SENDCO - for monitoring - and shared with the Nursery nurse or Learning Support Assistant where applicable.

All records are confidential. The SENDCO maintains a SEND Register which provides an overview of the children in the school who currently have Special Educational Needs. Children are added to, or removed from, the register when reviews take place and when children join or leave the school. Amendments to the stages children are on are made as necessary. All SEND records, including IEPs and diagnostic assessments are passed on to the next schools.

Resources

The Governing Body recognises the need for a high profile and adequate funding for Special Educational Needs. A Special Needs and Disabilities Governor is appointed to oversee funding and provision. Resources will be allocated according to the needs and priorities of the Special Needs in any school year and will be reviewed regularly. Those children with a full statement may have specified time from Special Needs Support Staff or Learning Support Assistants funded by the LA. Children on the SEND register will have some teaching assistant support where appropriate and funded from the school budget.

When working with young children it may be useful to look out for the following signs and symptoms:

- May be articulate and appear bright or may appear shy and have problems with speech and language.
- Active. Finds it hard to settle down to work.
- May be clumsy and untidy.

- Difficulty with organisation – problems with orientation [top to bottom / left to right].
- Difficulty dressing.
- Handedness may not be decided yet and both hands may be used for writing, drawing etc.
- Attempts to write, draw and cut may be very immature.
- Difficulty learning to form letters correctly. May "mirror write " and not be aware that it is wrong. May reverse stem letters and invert u, n, m, w, more than other children in the class.
- Has difficulty associating sounds and symbols and if they are mastered has difficulty using sound / symbol knowledge.
- May have auditory discrimination problems, e.g. f / v / Th sound the same.
- May have visual memory / discrimination problems - does not learn by "look and say ".
- Difficulty following instructions.

Inclusion Principles

- Staff at Oakley Lower School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

- Oakley Lower School is a single site school.
- There is currently one accessible toilet for children or adults.
- We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- There is a designated car parking space for disabled and a drop kerb from the car park.
- The before and after school club and one of our classrooms has a special sound system for hearing impaired pupils.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print have this provided (e.g. we have a child who uses Braille).
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Overriding priority will be given to the admission of pupils who have a Statement of Special Educational Needs which names the school.
- There are two Foundation Stage classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity. Admission to Foundation Stage is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with a Statement of SEND or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The library resources are regularly reviewed to ensure they include books that reflect the range of Special Educational Needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to Special Educational Needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- Oakley Lower School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- Oakley Lower School recognises that there will be a number of disabled parents/carers of children within the

school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall that is accessible.

- When a child starts at the school we ask the parents/carers about their access needs in order that we can accommodate their needs.

Disability equality and trips or out of school activities

- Oakley Lower School tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities.

Evaluating the success of the School's SEND and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having Special Educational Needs attaining Level 2 at the end of KS1 and Level 2a+ at the end of Yr 4,
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the Governing Body, who in turn report on SEND provision in the School Profile.

Each term, the Headteacher will provide information to the Governing Body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

All SEND targets and IEPs are evaluated at least twice a year by the class teachers and new targets set in line with the needs of the individual child. The IEPs are monitored by the SENDCO termly.

Successful implementation of this policy should be evident by:

- Progress made by children in all areas of self esteem and skill level
- The satisfaction of parents, children, governors and staff.
- Effective use of resources.

The Annual Report to parents/carers will include the details of SEND provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The SENDCO will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

SEND and Inclusion is a standing agenda item at all Full Governing Body meetings; the SEND governor reports at each meeting and issues are discussed as necessary.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Appropriate training is arranged in the light of individual needs.

Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1 and Level 3 at the end of Year 4. Targets are also set for children identified as having additional needs. The policy itself will be reviewed annually by the school's SENDCO and Governing Body.

Dealing with complaints

The procedure for any parents who have concerns/complaints regarding SEND provision is as follows:

- The parent discusses the concern informally with the class teacher who discusses the issue with the SENDCO/Headteacher and suggests a solution.
- If the parent is not satisfied with the resolution the parent may request a meeting with the SENDCO/Headteacher.
- If the parent is still not satisfied with the outcome the governors are informed of the original complaint and the LEA may be informed.

Glossary of Terms

IEP Individual Education Plan

CAF Common Assessment Framework

MAAG Multi Agency Allocation Group

LA Local Authority

SEND Special Educational Needs and Disabilities

SENDCO Special Educational Needs and Disabilities Co-ordinator

Reference Documents

SEN Code of Practice (2001)

Bedfordshire County Council Draft Guidance on Special Educational Needs

S E Lovett

Review April 2011