



Ponteland Community Middle School

Inclusion Policy

Rationale:

The purpose of this Policy is to ensure that provision is made within Ponteland Community Middle School to meet the needs of all pupils. At PCMS we are dedicated to ensuring everyone has a positive learning experience that will fully prepare them for successful life. We aim to provide an environment in which pupils enjoy and achieve through an innovative, challenging, motivating and creative curriculum whilst developing the necessary skills to reach their full potential.

As a school we recognise that some pupils during their school career may have SEND (Special Educational Needs and Disabilities). We will make every possible arrangement to provide for their individual needs:

This policy will take into account the framework for inclusion outlined in the Special Educational Needs and Disability Act 2001 and the Disability Act 2001 and the Disability Discrimination Act 2001 such that the School will provide a broad, balanced and relevant curriculum to all pupils with Special Educational Needs or Disabilities (SEND).

The SEND team will be responsible for coordinating provision for pupils with special educational needs and disabilities.

The definition of learning difficulty does not apply to students who have learning difficulties solely because their first language is different from the language in which their education will be taught.

The current Code of Practice identifies four areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Social and Emotional
- Sensory or Physical

Some students may have more than one area of need.

The proposed SEN Green Paper March 2011 suggests working towards a:

“new single-based SEN category for children whose needs exceed what is normally available in schools”

(Paragraph 24)

Inclusion

Our policy and practice aim to ensure that all members of the school community irrespective of ethnicity, attainment, gender, physical limitations, special educational needs or background can be part of everything Ponteland Community Middle School has to offer, at an appropriate level.

Aims:

1. To provide a broad, balanced, relevant and differentiated curriculum as a right for all children
2. To identify children with SEND as early as possible through a variety of means and in consultation with appropriate professionals
3. To ensure that all children with SEND feel valued and have a positive self-image
4. To encourage parental involvement and co-operation between the school, home and external agencies in the diagnosis, assessment and provision for pupils with SEND
5. To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence
6. To continue to develop a system of recording (using SIMs) continuous assessment and monitoring so that each pupil can achieve their potential
7. To promote the inclusion of all pupils with SEND into mainstream education
8. To encourage the use of a range of teaching strategies and styles which support pupil's identified learning needs.
9. To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs
10. To develop and utilise all resources in support of all pupils with SEND.

Identification and Assessment of Special Educational Needs and Disabilities

At Ponteland Community Middle School we feel that it is vitally important for children with SEND to be identified as early as possible and that an awareness of their possible difficulties is clearly communicated to all the professionals involved with their development and education.

At Ponteland Community Middle School the following strategies are used to identify pupils with SEND:

- Assessment including screening and diagnostic testing when necessary
- Observations by class teacher, teaching assistants and SENCO of the child's academic, social and personal development
- Communication with parents
- When appropriate, information from external agencies

Response to SEND

The current Code of Practice advocates a graduated response to special educational needs and disabilities dependent on the progress made by individuals. The importance of early intervention is key, along with the need for parents and carers to be fully involved at all times, and for pupils to be consulted about the help they are receiving.

Differentiation

All teachers should differentiate the curriculum to meet the needs of the range of learners in their class, and they should put this into practice on a daily basis.

School Action

Under the new proposals in the SEND Green Paper School Action children will not be on the SEND register as such, however they may receive additional support in school over and above classroom differentiation. This will be in the form of a time limited intervention e.g. a strategy including different learning materials or special equipment, individual or group support with a TA or Teacher.

The Special Educational Needs Co-ordinator (SENCO) will monitor the impact of all interventions and this information will be recorded on the Provision Management System in SIMs.

School Action Plus

In some cases the SENCO may refer for additional advice from an external agency if they feel the Managed in School Support (MISS) provision is not meeting a child's needs.

This may be provided by Northumberland Local Authority LIST (Locality Inclusion Support Team) which comprises of Educational Psychologists and specialist teachers in Behaviour, Communication and Literacy who can support the child, school and parents. Other services such as School Health, Occupational Therapy, Physiotherapy and CYPS (Children and Young People Service) may also become involved.

Education, Health and Care Plan

Some children with SEND will require statutory assessment (Education, Health and Care Plan) or Top-up funding. The appropriate professionals including the local authority will work parents, carers, children and teaching staff to ascertain the required level of support and intervention needed for each pupil. Following clearly defined criteria for deciding when this is appropriate, the local authority will reach a decision about whether or not it is necessary to issue a statement (Education, Health and Care Plan) for the pupil's special educational needs or the alternative, top-up funding.

Recording Procedures

The school will maintain a register of all children with special education needs as outlined in the SEN Green Paper and a list of children receiving additional interventions in school (MISS). All steps taken to meet the needs of individual children will be recorded and all records relating to the children's special needs will be held in confidence and available to those persons directly concerned with a child's educational needs. The SENCO will ensure that all members of staff working with SEND pupils are kept fully informed at termly review or TAF (Team Around the Family) meetings.

Arrangements for Co-ordinating SEND Provision

At Ponteland Community Middle School pupils with Special Educational Needs and Disabilities are supported in a variety of ways. The range of support may include:

- Differentiation of the curriculum including: modified materials and/or tasks, reduced tasks and/or extended time, the use of ICT (four SEN laptops are available to offer alternative methods of recording).
- Withdrawal by a Teacher/Teaching Assistant (TA) in a small group, for a specific intervention.
- Working with the support of a TA on a 1:1 basis
- Working within the classroom in a small group with the teacher/TA.
- Being taught for a particular area of the curriculum (e.g. Numeracy, Literacy) in a smaller group which has additional TA support and a high adult/pupil ratio.
- Following an individualised programme in the classroom
- Following an individualised withdrawal programme (alternative curriculum)
- Following of a behaviour support plan for pupils with social and emotional difficulties.
- Teachers or teaching assistants helping with reading, writing or mathematics during tests so that pupils are able to show their understanding and knowledge despite literacy difficulties.
- Being supported 1:1 by an external agency

SEND roles in school

The Governors will:

- Ensure that all pupils' special educational needs or disabilities are addressed
- Have regard for the current Code of Practice
- Have regard for the school's Inclusion policy
- Ensure the policy is kept under review
- Have half termly update meetings with the SENCO team
- Provide support and challenge to the SENCO team

The Governors have delegated responsibility for pupils with special educational needs and disabilities to Jill Gregory.

The Head teacher and SENCO will:

- Keep the Governors informed about SEND issues
- Work in close partnership with the SENCO team
- Delegate and monitor the SEND budget

The SENCO will:

- Co-ordinate the day to day provision of the school's Inclusion policy
- Co-ordinate provision for children with Special Education Needs and Disabilities
- Maintain the school's SEND register and oversee the records of all pupils with special educational needs and disabilities
- Liaise closely with parents of children with special educational needs or disabilities
- Contribute to the continuous professional development of staff
- Liaise with external agencies
- Work with senior colleagues and governors to advise and influence the strategic development of an inclusive ethos, related policies, priorities and practices

- Work with senior colleagues and governors to ensure the objectives of the school's Inclusion policy are reflected in the schools improvement plan and school self-evaluation form (SEF)
- Work with senior colleagues and governors to ensure that there are appropriate resources to support the teaching of pupils with SEND and the means of monitoring their use in terms of value for money, efficiency and effectiveness
- Develop and provide regular information to the head teacher and governing body on the effectiveness of provision for pupils with SEND to inform decision making and policy review.

The class teacher will:

- Gather information through formal and in-formal assessments and observations regarding pupils and highlight any pupils of concern to the SENCO team
- Write and review intervention sheets in consultation with the SENCO
- Meet the needs of SEND children in lessons through differentiated lesson objectives and strategies
- Be involved in the liaison with parents regarding SEND children
- Provide the SENCO team with information for review/TAF meetings
- Liaise closely with teaching assistants, providing them with appropriate differentiated planning.

The Teaching assistants will:

See Separate Teaching Assistant Policy.

The pupil will:

- Be encouraged to be involved in the setting of their targets
- Be encouraged to become involved in their review process

The Parent/carer:

- Will work closely with the school and other agencies to support their child's development and progress