



Entitlement Policy

Harbinger School

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Aims

We aim to create an educational community where high standards of learning and teaching enable all children to develop as purposeful, independent learners.

Our school should be a safe and inspiring place for all within it, where mutual respect and co-operation flourish

We deliver the National Curriculum in a manner that motivates children to achieve highly, reflect on their progress and value their own success.

We ensure each child has access to the whole curriculum in order to promote equality of opportunity.

We work in partnership with parents and carers, other professionals and outside agencies in order to ensure the individual's needs are fully met.

Our approach to Education aims to ensure that all children make good progress whatever their individual starting point and needs.

We set suitable learning challenges

We respond to pupils' diverse learning needs

We overcome potential barriers to learning and assessment for individuals and groups of pupils

Objectives

- To provide a clear and consistent approach for all children and to ensure a positive, supportive, and appropriate response to their needs.
- To maintain clear procedures to ensure the assessment of children with Special Educational Needs informs planning and promotes progress and achievement.
- To ensure that all procedures are regularly monitored and that planning and record keeping reflect classroom practice.
- To work in partnership with parents in order to maximise support for the child.
- To use Special Educational Needs resources appropriately, ensuring value for money.
- To meet the needs of Staff INSET in relation to the needs of our school.
- We respond appropriately to childrens' voices and ensure that they are consulted and involved in the learning process.
- We plan strategically to meet the needs of pupils with SEN.

Definitions of Special Educational Needs

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEN) at Harbinger School.

LEA guidelines and DFEE Code of Practice have been taken into consideration in the formulation of this policy. Children have SEN if they have a learning difficulty which calls for Special Educational Provision to be made for them. Special Educational Provision means: "for children of two or over, educational provision which is in addition to, the education provision made generally for children of that age in Schools maintained by the LEA, other than special schools in the area" (CoP 1.3).

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

The Code of Practice does not assume that there are hard and fast categories of SEN but recognises 4 broad areas:

- ◆ Communication & Interaction (Language & Autistic Spectrum Disorder).
- ◆ Cognition & Learning (General Learning & Specific Learning difficulties).
- ◆ Physical and Sensory.
- ◆ Behavioural, Emotional and Social.

Roles and Responsibilities

All members of the school community work towards the schools aims by:

- ◆ Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- ◆ Sharing a commitment to inclusion and a partnership approach to provision.

The governing body in co-operation with the Head Teacher, determines the school's general policy and approach to the provision for children with special educational needs, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEN policy and reporting to parents annually.

- ◆ The governing body has appointed Katrina Haley as the governor who takes a particular interest in and monitors the school's work on behalf of children with special educational needs. (CoP 1:21 and 1:39).

The headteacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the management team the headteacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The headteacher will also work closely with the IN co-ordinator, with whom regular meetings are scheduled.

Co-ordinating and Managing Provision

The Individual Needs Co-ordinator (InCo) is responsible for:

- ◆ The daily implementation of the school IN policy.
- ◆ Liaising with and advising teaching staff and TAs on IN matters.
- ◆ Managing Learning Support Assistants (TA)
- ◆ Co-ordinating the provision for children with IN.
- ◆ Overseeing the records of all children with IN.
- ◆ Contributing to the in-service training of staff.
- ◆ Liaison with parents and external agencies including the LEAs support and Education Psychology Service, Health & Social Services and Voluntary bodies (CoP 5.32 and 6.35).

All teaching and non-teaching staff are involved in the development of the school's IN policy and must be fully aware of the school's procedure for identifying, assessing, monitoring and making provision for pupils with special educational needs. Teachers have responsibility for managing the work of TAs.

All teachers are teachers of IN and take responsibility for ensuring that their planning and delivery respond to the following principles, as set out in the National Curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Providing Curriculum Access and Inclusion

Pupils with special educational needs will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

Different teaching strategies are used depending upon the nature of the child's needs.

Classes are mixed ability and children are placed with their appropriate age group. The groupings of the children are very flexible and include: mixed ability groups, paired, ability, individual, friendship and social.

Harbinger strives to be an inclusive school, engendering a sense of community and belonging through its:

- ◆ Inclusive ethos
- ◆ Broad and balanced curriculum for all pupils
- ◆ Systems for early identification of barriers to learning and participation
- ◆ High expectations and suitable targets for all children

Specialisms and Special Facilities

The school does not have an attached unit designated to meet any category of IN.

The school has a number of staff, both TAs and teachers, trained in specific areas of IN, including Reading recovery, counselling, Braille, speech and language difficulties, Makaton, Down's Syndrome. The school has experience of successfully meeting the educational needs of pupils with a wide range of SEN including:

Down's Syndrome,

ASD;

Spina Bifida and other medical / physical impairments;

Visual impairments;

Communication, speech and language impairments;

Cognitive impairments;

Social, emotional and behavioural needs (inc ADHD).

Disability

The school's Disability Plan aims to:

1. Increase the participation of disabled pupils in the school curriculum
2. Improve the physical environment in order to increase the extent to which disabled pupils can access education
3. Improve the delivery of written information to disabled pupils

Identification, Assessment and Monitoring

To maintain clear procedures to ensure the assessment of children with Special Educational needs informs planning and promotes progress.

This follows a graduated approach as required by the 2001 SEN Code of Practice. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers 3 principles for inclusion:

- ◆ Setting suitable learning challenges.
- ◆ Responding to pupil's diverse needs.
- ◆ Overcoming potential barriers to learning and assessment.

School Action

Schools should arrange the additional and different provision required to enable children to make adequate progress. This is the key indicator to determine the graduated response. An IEP will be written and reviewed at least termly.

The class teacher makes appropriate arrangements for differentiating the curriculum and providing additional support for the child. Clear targets are set with a date for review.

School Action Plus

If there is inadequate progress at School Action, the class teacher in conjunction with the InCo, will assess the child's difficulties using a range of assessments. A new Individual Education Plan will be written and reviewed termly. The Individual Education Plan may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies such as Pupil Support Services, Educational Psychology & Health Services. This process will take place in consultation with Teaching Assistants, parents and external agencies.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with IN are met effectively.

Statements of Special Education

A small minority of pupils who have significant and lifelong difficulties may undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing of Statement of SEN is necessary, then the pupil's SEN and provision will be summarised in the Statement document. This will be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the Statement of SEN.

A new Individual Education Plan will be written and reviewed termly. The Individual Education Plan may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies such as Pupil Support Services, Educational Psychology & Health Services. This process will take place in consultation with Teaching Assistants, parents and external agencies.

Evaluating Success

The success of the school's IN Policy and Provision is evaluated through:

- ◆ Monitoring of classroom practice by the Inclusion Team and subject co-ordinators
- ◆ Analysis of pupil tracking data and test results
 - For individual pupils
 - For cohorts
- ◆ Value-added data for pupils on the SEN register
- ◆ Termly monitoring of procedures and practice by SEN Governor
- ◆ Termly monitoring of procedures and practice by the Inclusion Team including:
 - ❖ The class profile
 - ❖ IEP's
 - ❖ Fortnightly meeting between InCo and TA's
- ◆ School self-evaluation, using a variety of approaches
- ◆ The School Development Plan

Complaints

Any complaints regarding the IN Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice they are welcome to arrange a meeting with the Deputy Head. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If however, parents are still concerned they may contact the governor responsible for IN and/or the Partnership with Parents Service who may allocate an individual parent supporter or refer to the mediation service. The School will inform parents of these services.

The Voice of the Child

In this School we encourage pupils to participate in their learning by:

- ◆ Being involved in target setting and identifying teaching and learning strategies that work for them.
- ◆ Incorporating their views in every aspect of their education.
- ◆ Encouraging self advocacy and independence.

Parents/Carers

To work in partnership with parents/carers in order to maximise support for the child.

The relationship between the parents of the child with S.E.N. and the school has a crucial bearing on the child's educational progress and on the effectiveness of any school based action.

- 'Special Educational Needs- Code of Practice.'

- The identification of a special educational need may be alarming to parents.
- Parents must be informed before their child is placed on the register.
- A positive school ethos, supporting and valuing parents, will help ensure that parents feel able to discuss their child's needs honestly and openly with staff, and to share their own worries.
- Individual parent consultations are held in the autumn and summer terms to discuss children's progress. If any child is on the IN register this should be discussed with the parents at these meetings.
- Parents whose children are on the IN register should be invited to review their child's progress termly and to contribute to IEP's.
- The 'Harbinger School Prospectus' outlines for parents our approaches to Individual Educational Need, encourages parental involvement in the school and explains our consultations and complaint procedures.
- Special Educational needs -a guide for parents', produced by the DFEE, is available in five languages, Vietnamese, Chinese, English, Bengali, and Urdu. It is a rich source of information outlining definitions, principles and procedures of SEN. All parents of children

who have Individual Educational Needs must be given a copy. The distribution of these is organised by the InCo for Parents' Evenings.

- If a parent raises a concern about a child we will respond to this within the context of our existing Assessment policy.

Resources

To ensure Special Educational Needs resources within our school are appropriately allocated and provide value for money.

- Based on the IN register, a percentage of the school's budget is allocated to support targeted pupils.
- Pupils with statements are allocated teachers or teaching assistants. Where appropriate, additional funds from the school budget are used to enhance this provision.
- Current allocation is:
 - 30 mins per child at stage School Action
 - 2hr 30 mins per child at stage School Action +
- £5000 is allocated as a discrete IN budget. This is to fund Speech and Language therapy, assessment and training; general IN resources; travel/transport arrangements that it is the school's responsibility to fund; discrete SENCO professional development.
- The InCo is available for monitoring, advice, INSET and partnership work with other agencies.
- The InCo reports to the SMT and Governing Body on the effective use of IN funds in meeting the individual needs of pupils with IN.

Staff Development

To meet the needs of Staff INSET in relation to the needs of our school

The auditing of training needs is based on the TTA National Standards for SENCOs and specialist teachers of SEN as well as School Improvement Plans.

- ◆ InCo's, Teachers and TAs will attend IN courses which are of interest and have a particular bearing on children they are supporting;
- ◆ Staff are given regular opportunities for INSET to develop their confidence and skills in working with children with IN;
- ◆ Governors will be informed of school based training and are invited to attend;
- ◆ Staff will be involved in developing practices which promote Whole School approaches to IN;
- ◆ NQTs will access specific training and induction programmes.
- The InCo is available to offer support and advice both individually and within the classroom context.
- The Head, InCo Deputy Head may recommend individual staff members attend particular courses.
- Internal school INSET for specific groups is offered when appropriate e.g.
 - Parent readers with reading co-ordinator,
 - Head with supervisors,
 - Parent Conferences on specific identified issues e.g. playground behaviour
- The InCo meets fortnightly with TA's to identify INSET needs, offer school-based training and recommend SLS courses. These meetings also provide an opportunity for discussion of school-based systems and strategies.
- Termly meetings to discuss each child at stages School Action, School Action + and Statements with the InCo and HT are an important INSET opportunity.
- Each classes profile summary is checked each term with a member of the Individual Needs Team. This is an opportunity to identify INSET needs.

Admission Arrangements

This School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. The school caters for the full ability range and the presence or absence of a special educational need.

When admitting children with identified Special Educational Needs we recognise that a longer settling in period may be required. A larger number of pre- and home visits, and planning meetings with parents and support workers, take place. The staff are aware of the children's needs before they arrive, and plan INSET and resources to meet them. The advice of relevant external agencies is sought as soon as possible.

Arrangements for Pupils with Statements

On receiving a statement, a meeting is arranged with parents, class teacher, head teacher, InCo, and support staff to set targets for the child. These are based on the statement and previous IEP's. Progress is monitored termly; this is fed into the Annual Review.

Annual Reviews

Parents and other adults working with the child are asked to attend the review meeting. Written reports are circulated in advance of the meeting. The InCo leads the review meeting, with support from the class teacher. As far as possible the review is written during the meeting and signed at the meeting. Parents are given a copy, the school retains a copy and copies are sent to the EP, SLS and SEN Section. The procedures in TH Booklet are followed.

Working in Partnership with Other Agencies

To work in partnership with other agencies at such time as it is felt that a child's Special Educational Needs cannot be met solely by the school

External Support Services

The school has arrangements for securing access to external support services for pupils with special educational needs. This may include liaison with special schools and other specialist provision. There is regular liaison and exchange of information between the InCo and these services, particularly at School Based Review.

Child Protection Register: Representatives from school attend Case Conferences whenever invited.

All Social Service records stored in school are confidential and can only be accessed through the Head Teacher.

Child Protection Procedures are outlined in the 'Harbinger Guide to Child Abuse'. New information is always displayed in the staffroom and in the office. Every teacher has a copy of the LBTH pamphlet 'Child Protection Everybody's Responsibility.'

An Education Social Worker visits our school fortnightly.

Links with Other Schools: The InCo attends co-ordinator meetings and Tower Hamlets INSET.

There is close liaison with feeder secondary schools where children transfer to another school. IEP and SEN documents are forwarded to the school.

Where a child is transferring to Special School they, and their parents, are accompanied by a member of the school staff on a visit to the future school. We draw upon the staff and resources of other schools, including Special Schools, where appropriate. We do not currently have any arrangements for including special school pupils in mainstream.