

INCLUSION POLICY STATEMENT

(Special Education Needs)

AT THORNBURY WE CELEBRATE DIVERSITY AND DIFFERENCE IN OUR CHILDREN.

RATIONALE

What is Special Educational Need?

The provision of Special Educational Needs at Thornbury could be identified by looking at the following criteria:

- *Children's learning**
- *Children's physical needs**
- *Children's behavioural development**
- *Children's emotional development**

It is important to note that gifted and more able children will also have Special Needs.

If any of these areas present a problem or give cause for concern an assessment should be made.

GENERAL AIMS

- a. To integrate and educate all children with Special Educational Needs in a mainstream school where this does not affect the individual child or the rest of his/her class adversely.
- b. Within the team teaching philosophy of the school to plan and teach each child according to his/her individual needs and abilities, taking into account the National Curriculum requirements where appropriate.
- c. To follow the procedures outlined in the SEN Code of Practice, November 2001.

To involve the parents, staff and other experts in the discussion and execution of programmes of work, behaviour modification and emotional development of the child, as soon as a problem or need is noticed.

APPROACHES AND ATTITUDES

To maintain a positive approach when following agreed programmes of work, behaviour modification and emotional development of the child, in line with the philosophy running throughout the whole curriculum at Thornbury Primary School.

All children are treated as individuals since it has long been established that although cases may be similar, no two cases are the same.

THE KEY PARTS OF THE CODE OF PRACTICE

- STAGE 1:** School Action (SA)
The class, subject teacher or parent identifies a child's S.E.N. and gathers information on the child's difficulties. The class teacher consults the SENCO and draws up an Individual Education Plan (IEP) for the child. Consultation with the parent must take place and the 'Special Educational Needs' (SEN) A guide for parents and carers' booklet and the Parent Partnership leaflet must be given to the parents/carers.
- STAGE 2:** School Action (SA+)
Class teachers and the SENCO, may call on the support of specialist e.g. specialist teachers, PALS, Educational Psychologist, Behaviour Support Team (BST).
- STAGE 3:** The LEA considers the need for a Statement of Special Educational Needs and, if appropriate, makes a statement and arranges, monitors and reviews the provision.

The Code of Practice outlines 3 stages of Assessment. It is important that records of all meetings and learning plans are kept for each stage.

ORGANISATION

- Internal assessments at the appropriate time are likely to reveal those children who need extra support in specific areas.
- In addition the class or subject teacher identifies a child's Special Educational Needs.
- Consultation then follows with year group team teachers, other staff who teach the child and the Special Educational Needs Co-ordinator (S.E.N.C.O.).
- Initial action is taken, a meeting is held with the parents and class teacher.
- Targets are set and a review date is agreed this is Stage 1, School Action (SA) of the Code of Practice. These are recorded on an IEP.
- Ancillary support is available on a regular basis throughout the Infants.
- Each year group has an orange, A4 hard cover file in which a register of children with S.E.N. is kept and dates of meetings with parents are recorded.
- In this file each S.E.N. child has a nyrex wallet where reports of meetings, copies of IEPs and information concerning that child is placed.
- These children are at SA of the Code of Practice.
- All children who have progressed to Stage 2, School Action Plus (SA+) will have their own orange A4 file where all relevant S.E.N. information is kept, dates of meetings are recorded and copies of their IEPs.

A child does not necessarily always start at Stage 1 School Action (SA) of the Code of Practice. With the agreement of all concerned the child can be placed at either stage in the system. This is more likely to occur with children who join Thornbury part way through their primary schooling.

Reviewed for the Governors by Fiona Banks Spring 2007