

Guidance for
SCHOOL INCLUSION
POLICIES

2006

GLOSSARY

Accessibility Plan	Statutory plan for each school to have in place addressing issues of accessibility to the National Curriculum in school
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Difficulties
CAF	Common Assessment Framework. Used in multi-agency work to share pupil information
CoP	Code of Practice for SEN. DCSF guidance re SEN issues
DDA	Disability Discrimination Act
EAL	English as an Additional Language
ECM	Every Child Matters – 5 outcomes: Be safe; Be healthy; Enjoy & Achieve; Make a positive contribution; Enjoy economic well-being
Gifted and Talented	5-10% highest attainers in any school and those with exceptional ability in one or more areas
ICT	Information, Communication & Technology (computers etc)
IEP	Individual Education Plan: personalised learning plan for individual/groups of children, based on their needs
ISA	Information Sharing and Assessment. Pupil information database, to support vulnerable children
LA	Local Authority (Shropshire Council)
LAC	Children who are Looked After by the local authority
MAT	Multi-Agency Teams – five based geographically around Shropshire, to support vulnerable children
NQT	Newly Qualified Teacher (less than one year's experience)
PEP	Personal Education Plan: statutory plan that must be updated for LAC pupils
PLP	Personalised Learning Plan – a plan with targets for individual pupils, according to their personal needs

PPM	Pupil Planning Meeting: multi-agency meeting for pupils at risk of exclusion (often with LA officer present)
RAISE Online Full Report	Data analysis document created for each school by the DCSF RAISE Online website, based on pupil performance
SA	School Action: the first level of provision for pupils with SEN (school based provision)
SA+	School Action Plus: second level of provision for pupils with SEN (external agency involvement)
SDP	School Development Plan (or School Improvement Plan)
SEF	Self-evaluation Form, to be kept updated for each school
SEN	Special Educational Needs, as defined in the Code of Practice
SIP	School Improvement Partner i.e. 'critical friend'
SMART	Specific, Measurable, Achievable, Relevant, Time limited targets
SMT	Senior Management Team
SpLD	Specific Learning Difficulties e.g. dyslexia, dyscalculia
Statement of SEN	Legal document outlining the nature of significant special educational need and the necessary provision to address this
SSRS	School SEN Self-Review Schedule – a document to review effective use of delegated SEN funding, used by schools and SEN Monitoring officers
TAC	Team Around the Child meeting: multi-agency meeting for vulnerable children whose needs are not being met through the usual channels

Use of Policy guidance

The accompanying guidance is intended to be for use by mainstream primary and secondary schools and for special schools, as they find appropriate. It is intended to help schools meet statutory requirements (e.g. SEN Code of Practice), minimise bureaucracy (one policy instead of several) and encourage more whole- school responsibility for students with additional needs, i.e. those who need provision that is different from or additional to what is normally provided in each school.

As schools travel further along the journey towards becoming a fully inclusive school, they may find it unnecessary to have an Inclusion Policy, since the issues will become integral to all other policies, procedures and practices within school. Effective personalised learning will be evident for ALL children, and the range of strategies within 'normal' school provision broadens so that very few children will be identified as having 'additional needs'.

However, this guidance is intended to support schools along the journey, to encourage those staff with responsibilities for different 'additional needs' to collaborate with each other, the Senior Management Team and other stakeholders to agree policy, procedures and practice which encourage whole school responsibility for these students – this will be based on personalised learning and furthering good teaching practice.

The first section contains prompts to reflect on existing practice in your school. The second section contains statements which you may want to consider for use in your policy.

Guidance for School Inclusion Policies (2006)

1. Statement of Principle

The Policy should build on the school's core values and ethos. This should cover your school's aims for promoting inclusion and challenging discrimination:

What is the school's agreed definition of educational inclusion?

How does this relate to the Every Child Matters outcomes?

- How does the school express its commitment to inclusion e.g. do you treat children equally; positively discriminate (inc looked after children); what does this mean in practice in terms of access, curriculum, environment, 'free' time, out of school activities, resources and multi-agency work?
- Who does the policy apply to e.g. visitors; staff; governors; pupils; parents/carers?
- What are the school aspirations in terms of community involvement/lifelong learning/family learning/extended schools? What equalities groups does the policy cover e.g. those with additional needs, such as those with SEN (including BESD), gifted & talented, ethnic minorities and EAL?
- Consider offering definitions of each identified group.
- How does the policy relate to teaching and learning across the school? *'Every teacher is a teacher of pupils with SEN'*
- On what rationale are resources deployed to maximise inclusion outcomes?
- How does this policy relate to personalised learning in your school? Has OFSTED commented on any area of inclusion in your school?

2. Current Profile of the School

Briefly summarise and highlight the main characteristics of your school from an inclusion perspective (reference to RAISE Online full report, SEF and appropriate data).

- Are there relevant aspects of its geographical location and/or numerical population?
- Is the staff group and governing body representative of the local community?
- Is the school physically accessible? (is there an updated accessibility plan in place?)
- Are there particular demographic trends in the area?
- How many children are there identified as having Special Educational Needs (as previously defined)?
- Are there particular trends of need within those identified with SEN e.g. how many have statements? How many have BESD, SpLD, ASD as the primary need?
- How many children are 'looked after' by the Authority?
- How many children are identified as 'gifted and talented'?
- Which ethnic groups are represented in the school as staff and pupils?

- How many children have EAL?
- Are there issues of mobility with a proportion of pupils/staff?
- Are there particular attendance issues?
- Does the RAISE Online full report reflect particular issues with any identified groups of pupils?
- Does the SEF reflect any particular inclusion issues?
- Does the SSSRS (for SEN) reflect any particular inclusion issues?
- Does the Accessibility Plan reflect particular issues?
- Does the School Development/Action Plan reflect any of the issues identified above? If not, why not?
- Is the school developing a particular expertise in a particular area - are there particular resources? - has any good practice been entered on the Good Practice website?
- Has the school achieved any relevant quality marks, e.g. Basic Skills Quality Mark, Dyslexia Friendly schools?

3. Legal Framework

- Outline the relevant Acts and guidance and outline your commitment to them (inc SENDA 2001; SEN CoP (from 01/01/2002) and Disability Discrimination Code of Practice (from 01/09/2002); 1996 Education Act; The Green Paper – Excellence for All, 1997; Youth Matters, 2005; Meeting SEN Programme of Action, 1998; Removing Barriers to Achievement, 2004; National Service Framework for Children, 2004; Education Act 2001; Disability Discrimination Act, 1995; Human Rights Act; 10/99 & 11/99 Social Inclusion Guidance; Statutory guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004; Every Child Matters – Change for Children; Inclusive Schooling – Statutory Guidance 2001; Steering Committee Recommendations, 2005).
- Are you intending to go further than the law in developing good practice?
- How are staff made aware of their legal obligations and changing guidance?

4. Policy framework

- Does this policy reflect the framework of other policies within the school?
- How do other policies fit in with this? Diagram of existing policies e.g. Anti-bullying; Race Equality Policy; Access Plan; Behaviour & Discipline; Teaching & Learning.
- How does it relate to the School Development Plan/Self-Evaluation Form?
- How does the policy relate to the LA Children & Young People's Plan?

5. Policy Development/Evaluation

- How has this policy been developed and by whom?
- Are all staff aware of the Every Child Matters Outcomes and recent national, regional and local changes in legislation and practice e.g. Multi- Agency teams; CAF; ISA; Children's Trusts; Ten Year Childcare Strategy; Children & Young People's Plan for Shropshire?
- Is there a regular multi-agency meeting of school-based professionals? – how often do they meet to consider a) individual cases; b) whole school developments; c) policy changes?
- Are all significant partners represented on this group? E.g. pupils; parents/carers; support staff; teaching staff; leadership team; governors and other agencies (known to school).
- Who has been consulted about this policy? E.g. pupils; parents/carers; external agencies; MAT teams and the staff team.
- How have you ensured the content is acceptable to the groups concerned?
- Is the policy readable (a reading age of no greater than 12 is suggested) and is 'jargon' explained/omitted?
- How will school commitment to its implementation be evaluated?
- How will you audit current provision?

6. Rights, Roles and Responsibilities

6.1 Governing Body

- Does the school comply with race relations, DDA and SEN related legislation and guidance?
- Does the school take a proactive approach to cooperate with and support local authorities in discharging their statutory duty to promote the educational achievement of looked after children, including those placed out-of-authority? (Stat. Guidance, 2005)
- Are there identified governors with specific responsibilities for inclusion e.g. SEN; G&T; EAL; equal opportunities ; LAC; Accessibility issues?
- Are pupils with additional needs identified at an early stage (as ECM emphasises), comprehensively assessed and provided for, with identified outcomes being regularly monitored?
- Are parents/carers and pupils fully involved in this process? Does the Governing Body report annually on the implementation of the policy (SEN report being statutory)?
- Is confidentiality respected appropriately? (consider Data Protection Act)
- Is funding used appropriately and creatively, to meet statutory requirements but maximise efficiency?
- Are inclusion issues an integral part of the school self-evaluation process (what data and outcomes are used?)
- Does the school operate a policy of welcoming admissions from students with additional needs?
- Are there detailed inclusion statements in all other relevant policies e.g. curriculum subject policies?

- Are governors aware of their responsibilities regarding inclusion issues?
- Is there a graduated response which recognises a continuum of need for individual children?
- How are supply staff informed of those with additional needs?

6.2 Headteacher

- Are all staff aware of their responsibilities and implementing the policy?
- Is attendance, exclusion and performance data regularly reviewed to identify issues of inclusion and whole school change that may be required?
- Is there an opportunity for all agencies in school to regularly meet to discuss children causing concern and whole school developments?
- Are there common, understood and effective referral and assessment processes for pupils who have been identified as possibly having additional needs? Do these include gifted and talented pupils who may be underachieving?
- Is there appropriate training and support available for staff to address inclusion issues? How are these needs identified?
- Are inclusion issues incorporated into performance management self-evaluation processes?
- Are all teachers aware of the inclusion statement in the National Curriculum 2000?
- Is inclusion an integral part of the self-evaluation process and SDP and is it part of curriculum evaluation?
- Does the school use tracking and data profiling to inform future planning for school improvement?
- Does the school create a climate where the achievements of all are valued and success is celebrated e.g. rewards, certificates and celebration assemblies?
- Does the school recognise particular strengths/talents?
- Are incidents of racism, bullying or inequality recorded and dealt with appropriately?
- Are other policies regularly reviewed in light of changing inclusion needs?
- Is there a clear method for reviewing the appropriate and efficient use of funding to meet pupils' additional needs?
- Are specific roles and responsibilities clearly and appropriately allocated to staff?

6.3 Specific responsibilities

- Who is responsible for ensuring early identification of additional needs and how is this done? (including transfer)
- Who is responsible for assessing individual, holistic needs and how is this done?
- Who is responsible for ensuring the views of the pupil and parents/carer are taken into account, at every stage, and how is this done? (could be the responsibility of all staff).

- How is pupil target setting linked to pupil assessment for the whole school population – linking in those with additional needs?
- Who is responsible for identifying appropriate provision and how is this done? (referral flowcharts may be useful)
- Who is responsible for delivering appropriate provision and how is this done? (provision mapping may help)
- Who is responsible for ensuring that SMART outcomes for improvement are identified and regularly reviewed for individuals and groups of pupils?
- Who is responsible for any specific inclusion projects/programmes in school – and who monitors the quality of this work (and how?)?
- Who is responsible for dealing with and recording incidents of racism, racial/sexual harassment, bullying and verbal/physical abuse?
- Who is responsible for identifying pupils on School Action/School Action Plus? What moderation procedures are in place? Is there any moderation with networks of schools?
- Which senior manager(s) are responsible for the SEN responsibilities outlined in the Code of Practice?
- Who is responsible for networking with other professionals/schools to ensure good practice is shared and expertise maximised?
- Who is responsible for ensuring that rewards and sanctions systems are applied fairly yet flexibly to account for individual targets?
- Who is responsible for ensuring that needs are met on transition or transfer?
- Who is currently responsible for specific groups of pupils with additional needs e.g. SEN; G&T; designated LAC teacher; EAL; EMA? How are these roles implemented e.g. coordinator or completing all required tasks?
- What are the management links with the Senior Management Team (SMT) and this team?
- Are the links between the differing statutory commitments of these groups clear e.g. between Personal Education Plans (PEP), Pupil Planning Meetings (PPM), SEN Statement Reviews and personalised learning plans?
- What opportunities are there for collaboration between these teachers and SMT, to address individual and whole school issues?
- Who is responsible for effective liaison with 'external' agencies and is the process clearly understood by all staff?
- Who is responsible for disseminating training throughout the school, re inclusion issues?
- Who is responsible for ensuring that newly qualified teachers (NQTs) and supply staff are informed re the inclusion policy and have their training needs met, as appropriate?
- Who is responsible for ensuring that information is passed on at times of transfer or transition?
- How is the work of the support assistant team identified, monitored and supported?

6.4 All Staff

- How do staff record incidents of discrimination, bias and stereotyping?
- How do they take account of the National Curriculum Statement 2000?
- How do they differentiate for pupils with additional needs in their teaching and learning? Do they promote awareness of different learning styles through a variety of learning activities?
- Does classroom organisation optimise learning opportunities e.g. groupings; use of information communication & technology (ICT); use of support staff?
- How do they address their own professional development re inclusion issues?
- How do they positively promote issues of race, gender, disability and diversity to pupils and the wider community?
- Is there a comprehensive monitoring/assessment system which incorporates accurate assessment of additional needs in order to determine achievement?
- Is whole school individual target setting in place and does this impact on daily teaching and learning? How?
- Do all teachers use appropriate targets and evaluation to inform their teaching and planning? e.g. assessment for learning?
- Do all staff take account for different learning styles in their planning?
- Do all staff take responsibility for the pupils within their identified class/group, and to what extent? e.g. do they collate/write/monitor appropriate class targets?

6.5 Pupils

- How do pupils contribute to the policy and processes for inclusion?
- How do pupils contribute to their own assessment and programme for additional interventions?
- Do pupils take responsibility for their learning e.g. by evaluating and setting targets?
- How are pupils generally involved in the decision making of the school?
- What opportunities do pupils have to experience elements of other cultures, and explore issues of personal difference?
- Is there a clear induction process for new pupils with additional needs?

6.6 Parents/Carers

- How do you make parents/carers aware of this policy?
- How do parents contribute to the school evaluation process?
- Are parents/carers as involved as they want/need to be at all stages of their child's education?
- Have parents/carers given their permission for all normal school-based activities/discussions concerning their child e.g. school based multi- agency meetings?

- Are representatives from school prepared to meet with parents/carers at home, if they have difficulties attending meetings in school?
- Are parents/carers aware of their rights and any support that may be available for them e.g. Parent Partnership?
- Are referrals made for additional family support, as required e.g. Team Around the Child (TAC) meetings?

6.7 Other Agencies

- Are other agencies aware of this policy and their role within it?
- Are other agencies regularly invited to participate in school self-review, as stakeholders/partners?
- Are other agencies knowledgeable about the school and able to contribute viable suggestions re whole school and individual issues?
- Are school processes clear as to how referrals/interventions with other agencies should be implemented?

6.8 Visitors & Contractors

- Is there an inclusion statement for visitors/contractors to be aware of or agree to work within?
- Is this policy (and other policies) available in a variety of accessible formats?

Suggestions for Statements

1. Statement of Principle

- The school community strives to minimise the barriers which might exclude children from equal access to, participation in and outcomes of schooling based on language, culture, gender, physical, intellectual or emotional state and socioeconomic status.
- The whole school regularly focuses on the value to society of diversity and the fundamental commonality of humanity.
- All teachers orchestrate their learning programmes to ensure that lessons are responsive to child diversity.
- We recognise that all children, their families and visitors to the school have got the right to move around the building safely, to share in all aspects of learning according to their needs and to receive communications in a readily accessible form.
- 'It is the general duty....to safeguard and promote the welfare of children within their area who are in need.' (Children Act 1989)
- 'All schools should ensure appropriate and adequate delivery of pupil and parent support to meet the objectives of Every Child Matters and to reflect the centrality of behaviour to school standards and improvement processes.'
- 'Pupil performance and well-being go hand in hand. Pupils can't learn if they don't feel safe or if health problems are allowed to create barriers - and doing well in education is the most effective route for young people out of poverty and disaffection.' (Every Child Matters: Change for Children in Schools, DfES, 2005)
- Children/pupils with additional needs are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring that all contribute to the social and cultural activities of the school (previous SEN guidance).
- We have regard to the definition of SEN stated in the SEN Code of Practice' 1:3: 'Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them. 'Children have a learning difficulty if they: (a) have a significantly greater difficulty in learning than the majority of children of the same age; or (b) have a disability which 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 (c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.'

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision generally made for children of their age in schools maintained by the LA, other than special schools, in the area.
- b) For children under two, educational provision of any kind.

- Pupils with disabilities are defined as those with: ‘a physical or mental impairment that has a substantial and long term adverse effect on a pupil’s ability to carry out normal duties.’(DDA,1995)
- Pupils with EAL are those for whom the predominant language of choice at home (mother tongue) is other than English. (DCSF)
- ‘The **gifted** are those with high ability in one or more academic subject and the **talented** are those with high ability in sport, music, visual arts and/or performing arts. Schools are encouraged to identify the top 5-10% of each year group as gifted and talented, regardless of the general ability of the group’ (Excellence in Cities, Teachernet, 2006).
- Under Section 22(3) of the Children Act 1989, as amended by section 52 of the children Act 2004, the duty of a local authority to safeguard and promote the welfare of a child looked after by them includes, in particular, a duty to promote the child’s educational achievement. The authority must give particular attention to the educational implications of any decision about the welfare of those children. The duty came into force on July 1, 2005 and applies to all children looked after by a local authority, wherever they are placed. (Stat Guidance, 2005).
- ‘Young people who go on to be successful also need to have self-belief, perseverance and the courage to take risks.’ (Challenge Award, G&T ,NACE)
- ‘We want to see schools working together to support the inclusion of all children from their local community, backed up by good quality specialist advice from the local authority and health services, working in multi-disciplinary teams as proposed in Every Child Matters.’ (Removing Barriers to Achievement, DfES, 2004)
- We monitor all pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction; cognition and learning; behaviour, emotional and social development, and sensory and/or physical development.
- ‘Every Child Matters: Change for Children will strongly support the principle of personalisation, as identified in the five components of personalised learning (DfES, 2006):
 - i. Assessment for Learning (AfL)
 - ii. Effective teaching and learning (including grouping and ICT)
 - iii. Curriculum entitlement and choice
 - iv. Organising the school (e.g. workforce remodelling)
 - v. Beyond the classroom (e.g. extended schools)
- The ECM agenda strongly supports the work schools are already doing to raise educational standards by:
 - encouraging schools to offer a range of extended services that help pupils engage and achieve and building stronger relationships with parents and the wider community, and
 - supporting closer working between universal services like schools and specialist services so that children with additional needs can be identified earlier and supported effectively.’ (Every Child Matters: Change for Children in Schools, DfES,2005)

2. Current Profile of the School

- This should always include:
 - for pupils with SEN, an indication of the nature and range of their needs.
 - the ethnic composition of the roll; and
 - the number or proportion of pupils with EAL who are in the early stages of learning English
- Where appropriate, it will include other significant features, such as:
 - significant imbalances in numbers of girls and boys, either overall or in specific groups;
 - special characteristics of the socio-economic context of the school;
 - above average mobility of pupils; and
 - the proportion of pupils who may be particularly vulnerable, such as children in public care, refugees or asylum seekers.’ (Ofsted – advice to Inspectors, Evaluating Educational Inclusion)

6.1 Suggested Governing Body responsibilities

(also reference Appendix re Code of Practice responsibilities)

- To ensure that the school complies with Race Relations and Disability and SEN related legislation, including the general and specific duties.
- To ensure that the school acknowledges DCSF Guidance and makes every effort to take account of this.
- To identify governors with specific responsibility for monitoring inclusion and equality issues (including SEN, G&T and exclusions).
- To ensure that pupils with additional needs are identified as early as possible, comprehensively assessed and appropriate provision is made for them and reviewed on a regular basis, to ensure successful outcomes are maintained.
- ‘Local authorities have a statutory duty to promote the educational achievement of looked after children, including those placed out-of-authority...the government expects schools to take a proactive approach to cooperating with and supporting local authorities in discharging this duty.’ Statutory Guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004.
- To ensure that parents/carers and pupils are fully involved in this process at all times.
- To ensure that appropriate other agencies are involved, as appropriate, and recommended in Every Child Matters e.g. EPS, ISA and MATs.
- To report to parents/carers on the implementation of the policy (particularly with regard to SEN, as a statutory requirement).

- To ensure that the school has regard to the SEN Code of Practice, 2002, when carrying out its duties to pupils with SEN.
- To ensure that all pupils are fully included in all activities as far as is practicable and compatible with the learning opportunities for all.
- To ensure that funding is used appropriately and creatively, to meet statutory obligations and maximise the efficient use of staffing and resources.
- To ensure that that inclusion issues remain an integral part of the School Development Plan.
- To ensure that admissions processes are fully inclusive and that appropriate provision is available on entry to the school.
- To ensure pupils with statements of SEN are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.
- To ensure that learning and ECM outcomes are regularly reviewed with SMART success criteria and that these form an integral part of the School Self-Evaluation process/form.
- To ensure that all staff employed to work in the school setting are employed in accordance with the National Occupational Standards framework.
- To consult the LA and governing bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- To ensure that pupils with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children and there are no reasonable steps which can be taken to prevent the incompatibility.
- To ensure that all pupils with statements have their explicit entitlement met within the central and school-based SEN resources allocated.
- To ensure that there are detailed inclusion statements for all areas of school activity e.g. in all curriculum policies; admissions policies; assessment policies; self-evaluation processes

6.2 Suggested headteacher responsibilities

- To ensure that the policy and its related procedures and strategies are implemented.
- To ensure that all staff are aware of their responsibilities and given appropriate training and support to fulfil their responsibilities.
- To ensure all teachers take account of the inclusion statement in the National Curriculum 2000:
 - Setting suitable learning challenges
 - Responding to pupils diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

- To ensure that disciplinary action is taken against staff or pupils who discriminate or contravene the policy.
- To ensure that all incidents of racism or inequality are recorded and dealt with appropriately.
- To ensure that the curriculum develops appropriately to address issues of inclusion for all.
- To ensure issues of equality, inclusion and diversity are addressed within the PSHE and Citizenship curriculum.
- To ensure that identified funding is used appropriately and creatively to meet statutory obligations and maximise learning opportunities for identified pupils.
- To ensure that other policies (e.g. behaviour & discipline) are regularly reviewed in light of changing inclusion needs – to ensure consistency of high expectations yet flexibility to acknowledge individual circumstances and needs.
- To encourage the participation in federations, clusters and twinning arrangements. (Steer Report, 2005)
- To ensure that multi-agency work within the school is coordinated, effective and meets the needs of every child (e.g. Inclusion Panels) (Steer Report, ECM)
- ‘Schools should review their behaviour, teaching & learning policies and undertake an audit of behaviour,’ (Steer Report, 2005)
- Refer to ‘National Behaviour Charter of Rights & Responsibilities’. (if created, as recommended by Steer Report, 2005)
- ‘Schools should ensure they comply with requirements of the Race Relations Amendment Act 2000 and DfES guidance re monitoring and analysing exclusion levels of different ethnic group categories – requirement of the SEF’ (Steer Report, 2005)
- Reintegration interview following exclusions should be mandatory.’ (Steer Report, 2005)
- ‘School collaborations on behaviour should explicitly encourage the use of managed transfers of pupils between schools, where appropriate. (Steer Report, 2005)
- To ensure that the specific responsibilities are maintained by appropriately qualified and experienced staff.
- ‘A “new relationship with schools”. This is designed to encourage a professional analysis of how the school is serving its pupils and the priorities for improvement.

The data used to inform these discussions will help to identify how well different groups of pupils are progressing and whether there are barriers to pupils’ learning that can be tackled by supporting their wider well-being. (Every Child Matters: Change for Children in Schools, DfES, 2005)

6.3 Suggested Specific responsibilities

- Consider who is responsible for the (traditionally) SENCO responsibilities re SEN to ensure that these statutory responsibilities are being met. (*ref appendix*)
- ‘We want to develop staff with advanced skills in SEN and an explicit training role:

‘SENCOs play a pivotal role, coordinating provision across the school and linking class and subject teachers with SEN specialists to improve the quality of teaching and learning. We want to see the SENCO as a key member of the senior leadership team, able to influence the development of policies for whole school development.’ (Removing Barriers to Achievement, DfES, 2004)

- Consider the role of those with responsibility for gifted and talented pupils and looked after children within school.

6.4 Suggested Responsibilities of all staff

- To ensure that all incidents of discrimination, bias and stereotyping are dealt with appropriately, recorded and those with responsibilities informed.(How is this done?)
- To ensure that account is taken of the inclusion statement in the National Curriculum 2000:
 - To set suitable learning challenges
 - Respond to pupils’ diverse learning needs
 - Overcome potential barriers to learning and assessment for individuals and groups of pupils.
- ‘Young people learn in different ways, at different paces and have widely varying interests and aptitudes. The National Curriculum Inclusion statement...provides statutory guidance on planning and teaching the curriculum. It requires teachers to set suitable learning challenges for all pupils, tailor the curriculum to provide all pupils with relevant and appropriately challenging work and to overcome potential barriers to learning, including those arising from SEN and disability.’

(Removing Barriers to Achievement, DfES, 2004)

- To ensure that this is done for every pupil by acknowledging and catering effectively for, different learning styles, abilities and preferences.
- To safeguard and promote the welfare of all children in need.’(Children Act 1989)
- To ensure that gifted and talented pupils have opportunities for enrichment, extension and acceleration.
- To ensure that everyone is dealt with fairly and without negative bias on grounds of race, disability or equality issues.
- To ensure that they are aware of changes in legislation and guidance.
- To ensure they pursue their own professional development to maximise learning and teaching opportunities for all.
- There is no statutory requirement for schools to prepare separate IEPs for all pupils with SEN as long as they have sound arrangements for monitoring their progress in conjunction with the child and their parents, such as whole school, individual target setting (with layered class targets).
- To promote race equality, disability equality and appreciation of diversity through teaching and relations with pupils, staff, parents/carers and the wider community.
- ‘A particular issue for all schools ... is the statutory duty on schools in the

Education Act 2002 to safeguard children, to promote their welfare and to ensure everyone plays their full part in safeguarding children from abuse and neglect.’ (Every Child Matters: Change for Children in Schools, DfES, 2005)

6.5 Pupil Participation

- ‘Children, who are capable of forming views, have the right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability of the child.’ (Articles 12&13, The United Nations Convention on the Rights of the Child)
- Any plans must have taken into account the views of the child and those who are significant in their lives – this is paramount to effective practice.
- All pupils should have the opportunity to contribute to their planning meetings and attend these unless they have requested not to (when their wishes will be expressed by their preferred, responsible representative).
- ‘All children and young people have a right to have their views taken into account in decisions about their education. Involving them in decision-making enriches their learning and helps to identify life skills such as problem-solving and negotiation.’ (Removing Barriers to Achievement, DfES 2004)

6.6 Parents/Carers

- ‘An LA must arrange for the parents of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.’ (Education Act 1996)
- ‘LAs must take whatever steps they consider appropriate to make parent partnership services known to parents, head teachers, schools and others they consider appropriate.’ (Education Act, 1996)
- A simple leaflet to parents/carers re next steps in the process, outlining their responsibilities and their accountability, should be available in each school.’ (Steer Report,2005)
- Parent Partnership Support Workers should be available in all schools by Sept 2007. (Steer Report,2005)
- Parents should be empowered to:
 - recognise and fulfil their responsibilities as parents and play an active and valued role in their children’s education
 - have knowledge of their child’s entitlement within the SEN framework
 - make their views known about how their child is educated
 - have access to information, advice and support during assessment and any related decision-making process about special educational provision. (Code of practice, 2:2)

APPENDICES

Suggested Appendices contents may include:

- Flowcharts of procedures outlining a continuum of need/response.
- Criteria for intervention/action.
- Flowcharts outlining referral procedures.
- Examples of assessment/monitoring forms.
- Examples of pupil target records.
- Pro-formas for gathering information/recording.
- Where to find additional information about particular issues.
- A list of those with specific responsibilities for ensuring that pupils' additional needs are met.
- Timelines of identified areas for development, pertinent to inclusion issues.
- Definitions of different additional needs.
- Provision maps of how needs are met across the school, including extra curricular activities (particularly for G&T pupils).
- Cross referencing to other policies (inc curriculum policies).

Additional information

SEN Code of Practice, 2002

SEN responsibilities include:

- Overseeing the day to day provision operation of the SEN policy.
- Coordinating provision for children with SEN.
- Ensuring there is liaison with parents and other professionals in respect of children with SEN.
- Managing learning support assistants and the SEN team of teachers.
- Advising and supporting other practitioners in the school.
- Contributing to the CPD of the staff.
- Ensuring that appropriate targets are in place, that relevant background information about children with SEN is collected, recorded and updated.
- Liaising with agencies external to the school, including other colleagues within the Children and Young People's Directorate. (DfES staff and Every Child Matters documentation clearly supports personalised learning for every child which makes some of the above more of a whole school responsibility, whilst ensuring that these whole school assessment processes accurately identify any additional needs children may have.)

SEN Code of Practice, 2002

If a pupil is known to have special educational needs when they arrive at school, the headteacher, SENCO, literacy and numeracy coordinators, departmental and pastoral colleagues should:

- use information from the pupil's previous setting to provide starting points for the development of an appropriate curriculum for the pupil
- identify and focus on the pupil's skills and highlight areas for early action to support the pupil within the class
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning
- ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do are maximised through the pastoral programme
- involve the pupil in planning and agreeing targets to meet their needs
- involve parents in developing and implementing a joint learning approach at home and in school.

Removing Barriers to Achievement, DfES, 2004

When an education practitioner, who works day-to-day with a child, or the SENCO, identifies a child with special educational needs, they should devise interventions which are additional to or different from those provided as part of the settings usual curriculum offer and strategies.

The triggers for intervention could be the practitioner's or parent's concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness
- continues working at levels significantly below those expected for children of a similar age in certain areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment
- has communication and/or interaction difficulties and requires individual intervention in order to access learning.

Removing Barriers to Achievement, DfES, 2004

A school's SEN Policy should include information about:

- how they identify and make provision for children with SEN
- the facilities they have, including those which increase access for pupils who are disabled, including access to the curriculum
- how resources are allocated to and amongst pupils with SEN
- how they enable pupils with SEN to engage in activities of the school together with pupils who do not have SEN
- how the governing body evaluates the success of the school's work with SEN

- their arrangements for dealing with complaints from parents.

OFSTED – Evaluating Educational Inclusion

...’also need to know

- any monitoring carried out by the school of the standards achieved by different groups of pupils, especially by gender and ethnic background
- details of special provision for particular groups
- patterns of non-attendance or exclusion associated with particular groups of pupils’.

Statutory Guidance regarding LAC

The Social Exclusion Unit’s report *A Better Education for Children in Care* identified five key reasons why looked after children underachieve in education:

- Their lives are characterised by instability.
- They spend too much time out of school.
- They do not have sufficient help with their education if they fall behind.
- Primary carers are not expected or equipped to provide sufficient support and encouragement for learning and development.
- They have unmet emotional, mental and physical needs that impact on their education.

Although some do well, looked after children as a group have poor experiences of education and very low educational attainment. (Statutory Guidance on the duty on local authorities to promote the educational achievement of looked after children under section 52 of the Children Act 2004, Nov 2005)