

MANEY HILL PRIMARY SCHOOL



SEN POLICY

Reviewed By Staff:

April 2014

Governor Ratification Date:

June 2014

Next Review Date:

June 2017

WHOLE SCHOOL POLICY ON SPECIAL EDUCATIONAL NEEDS

This policy is liable to require updating when new legislation is put in force. We are currently following guidance from the authority regarding changes but have not included draft changes into our policy as yet.

Introduction

A pupil is considered to have special educational needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional. Some students may have complex needs which cover a range of difficulties.

Under the Special Educational Needs and Disability Act 2001 (SENDA) there is the 'expectation that disabled children will be educated in mainstream schools if parents want it and it does not interfere with the efficient education of other children'. There is a legal duty for schools to plan to increase the accessibility of schools in order to anticipate the needs of disabled pupils in the following three areas:

- Curriculum
- Physical Environment
- Delivery of information to disabled pupils

Schools have a responsibility under the government's Inclusion Strategy to provide 'effective learning opportunities for all pupils', setting out three principles that are essential to developing a more inclusive curriculum:

- setting suitable challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

(DfEE 'The National Curriculum Handbook for Primary Teachers in England' /p30 'Inclusion: providing effective learning opportunities for all pupils.')

Aims

The aims of the Special Educational Needs Policy are:

- early identification of children with special educational needs
- to enable pupils with special educational needs to have their needs met
- to encourage good communication with parents of children with special educational needs, ensuring they are kept fully informed of their child's progress and attainment
- to take into account the views of the pupils with special educational needs
- to facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum for pupils with special educational needs
- provide a differentiated curriculum appropriate to the individual's needs and ability

Admission Arrangements

The School welcomes children with special educational needs.

Pupils with Statements are given priority for admission if the School is named on the Statement.

Pupils with special educational needs but without Statements have the same admission criteria as other children:

- Special Educational Needs (Statement)
- Looked After Children
- siblings of children already attending the School
- distance from school by straight line measurement

Roles and Responsibilities

The Governing Body

The key responsibilities of the Governing Body include:

- a named governor to have responsibility for the implementation of the SEN policy
- to be fully involved in developing and monitoring the SEN policy
- to have up to date knowledge of SEN provision including funding
- to ensure provision is part of School Development Plan
- to ensure quality of SEN provision is monitored

The Head teacher

The key responsibilities of the Head teacher include:

- to allocate roles and responsibilities to staff so that special needs are met
- to ensure that the needs of SEN children are met within the school
- work closely with the SENCo to ensure they are fully informed on progress made by SEN children

The SEN Co-ordinator (SENCo)

The key responsibilities of the SEN Co-ordinator include:

- overseeing the day-to-day operation of the School's SEN policy
- co-ordinating provision for pupils with special educational needs
- liaising with and advising teaching and support staff
- overseeing the records of all pupils with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff as their continuing professional development
- liaising with external agencies including the LA's Educational Psychology and Support Services (eg Pupil & School Support, Communications and Autism Team)
- managing the SEN budget and accounting for its expenditure
- informing the Governing Body of SEN provision

In addition to the above the SEN Co-ordinator may provide appropriate specialist teaching to pupils with Proposed Provision Plans and /or Statements and to pupils on School Action and School Action Plus.

Teachers

- register concerns about a child to Head teacher or SENCo
- know which pupils in their class are on the SEN Register and at what stage
- to maintain an SEN file for their class reflecting this information for each individual child and copies of all relevant IEPs
- to write individual IEPs for pupils at SA, SA+ and those with a Full Statement
- to ensure that IEPs are reviewed with parents (and child if appropriate) at least three times a year
- to ensure TAs are supporting pupils in their class, as directed
- to provide learning experiences which are appropriate to the needs of the child
- to attend INSET and courses as appropriate

Teaching Assistants

Under the guidance of the class teacher to:

- carry out activities and learning programmes planned by the class teacher and the SENCo.
- to keep records of this work as requested.
- to support children in class or by withdrawing individuals and small groups.
- to attend INSET and courses where appropriate.
- to be fully aware of the school's SEN policy.

Identification, Assessment and Provision

We aim to identify children with special educational needs as early as possible in their school career. We have termly pupil progress meetings where class teachers formally discuss concerns with the Head teacher. Informal chats with the SENCo and teaching staff take place throughout the year. Once a concern about a child has been registered, the class teacher will monitor the child's learning needs and progress closely in their classroom context and the SENCo will also monitor with informal observations and give feedback to the teacher as appropriate.

- the APP Criteria is used to mark writing assessments in Years 1-6. Mathematics assessments are taken from SATs papers and the relevant mark scheme followed
- results of the tests are analysed termly and a Provision Map drawn up showing details of support to be given to identified groups in Key Stage 1 and 2
- more detailed diagnostic tests for individual pupils to be provided by an External Agency if appropriate. Parents to be kept informed
- teacher assessment is continuous, carefully planned as part of the teaching process and informs future teaching
- resources purchased to support teaching and learning according to pupils' needs
- Sound Field systems in classrooms (as appropriate)
- ICT used to support teaching, learning and recording

Records

Records of pupils with special educational needs are kept by class teachers for pupils in their class, master copies being kept by the SENCo for all pupils with special educational needs.

Agreed Framework

When a child is identified as having a special educational need, the School will follow the agreed framework set out by the Code of Practice, adopting a 'graduated response' through:

- School Action
- School Action Plus
- School Action Plus 1 period of High Focus
- Proposed Provision Plan **and /or** Statement of Special Educational Need

The class teacher will consult the SENCo to discuss the next appropriate course of action, especially if a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of need.
- shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.

- presents persistent emotional or behavioural difficulties.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has a communication and/or interaction difficulty.

If concerns over the child's progress, underpinned by evidence about the child, who despite receiving differentiated learning opportunities does not show 'adequate' rates of progress, then School Action will be considered.

School Action is characterised by producing an Individual Education Plan (IEP). At this stage the SEN Co-ordinator is responsible for co-ordinating the child's special educational provision, working closely with the child's teacher.

- parents will be consulted and informed of the action being taken to help the child and the outcome of this
- the SEN Co-ordinator and class teacher will plan together future support and set short term targets to be recorded within an Individual Education Plan (IEP)
- IEPs will be reviewed termly. Parents' views on the child's progress will be sought and the child's views considered as part of the consultation process

If, despite receiving an individualised programme and/or concentrated support under School Action, the child continues to make little or no progress in specific areas and requires support from an External Agency then School Action Plus will be considered.

The triggers for School Action Plus include:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- interventions put in place at SA have had little or no impact on learning or progress.

School Action Plus is characterised by the involvement of External Agencies from outside the School, although they may be involved at an earlier stage if required.

- the SEN Co-ordinator working closely with colleagues, plans future support and set short term targets as part of the IEP / Review cycle

- the child and the parents continue to be consulted and their views considered

School Action Plus High Focus is characterised by an intense period of involvement by External Agencies who together with school staff provide a programme of targeted intervention. If sufficient progress is not made then a Proposed Provision Plan will be put in place.

Proposed Provision Plan details areas of concern, together with main objectives for the following year and how these will be achieved.

CRISP – Criteria for Special Provision provides an additional form of assessment and gives an indication of the level of support required (further information available on request).

For some children there will be a need for a **Statement of Special Educational Need. (Code of Practice (2001))**

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCo completes the SAR1 form requesting Statutory Assessment by the Authority.

Papers are forwarded to the Case Officer who with the Panel, will decide whether to proceed with Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.

If the Panel agrees to proceed with Statutory Assessment the SENCo / Head teacher prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Special Educational Needs is completed. The class teacher, in conjunction with the SENCo is then responsible for drawing up an IEP to meet the objectives set out in the Statement. The Statement must be formally reviewed at least annually.

Note In many cases the action taken at one stage will suffice, meaning that a child will not move to next stage.

The LA will consider statutory assessment when a child has needs and requirements that fall into one or more of the following areas:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

Annual Reviews of Statements of Special Educational Needs:

If a child has a Statement of Special Educational Needs the Statement must be reviewed annually. The Annual Review will be chaired by the SENCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual

Review can be held at anytime during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review MUST be held at the earliest opportunity prior to the exclusion meeting.

Organisation

Where appropriate, settings and size of teaching groups are adapted to suit the needs of pupils, particularly those with special educational needs:

- pupils may receive in class support from an additional teacher in the classroom
- pupils may receive additional support from a teaching assistant in the classroom
- pupils may be withdrawn for individual or small group work in order to improve literacy and/or numeracy skills, supported by a teacher or teaching assistant

Partnership with Parents

- the School recognises that parents play an active and valued role in their child's education and have knowledge and experience to contribute to the shared view of their child's needs
- parents who have concerns about the learning needs of their child, can contact the School at any time
- the SENCo is available at Parent's Evenings to discuss the progress of children with special educational needs
- parents wishing to see the SENCo to discuss their child may make an appointment to do so at any mutually convenient time during the School year
- the SENCo will ensure that parents are informed if their child is identified as needing School Action
- parents will be invited to contribute to the development of their child's Individual Education Plan
- parents are given copies of the Individual Education Plan for their child
- agreement from parents is sought before a pupil is seen by an External Agency, and when there is a request for referral at the School Action Plus level
- information and feedback resulting from the referral to an outside agency at the School Action Plus level is shared with the parents
- parents of pupils at any stage on the Code of Practice are invited to Review Meetings, including Annual Reviews for pupils with a Statement and /or Proposed Provision Plan

Outside Agencies

Regular support services include the **Educational Psychologist, Pupil in School Support and Communication and Autism Team**. Specialist Support Services including Hearing Impaired Team and Speech and Language Therapists as well as health professionals eg **Occupational therapists** and **Physiotherapists** give support as appropriate.

Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent development of more significant needs.

- outside agencies will be consulted at School Action Plus
- pupils with Statements and /or Proposed Provision Plans will be monitored by outside agencies as appropriate

The Success of the Policy

The School seeks to monitor the effectiveness of its Special Educational Needs Policy by the following methods:

- difficulties experienced by the child recognised and intervention taken at an early stage
- vigilance and appropriate intervention taken in order that the child makes reasonable progress
- provision and progress is monitored and revised regularly
- partnership between parents, pupils, staff and governors
- co-operation between all staff
- planning to ensure that the child learns successfully
- All children with special educational needs will experience progress and be aware of their success during every school year
- support pupils for secondary transition

Parents will have access to the Special Educational Needs Policy. Any queries or complaints about the School's special educational needs provision, are to be dealt with by contacting the Head Teacher direct.

The School tries to ensure that all children have equal opportunity, irrespective of their special educational need, disability, gender, ethnic, religious or socio-economic background.

Equalising opportunity means that all children can achieve and that these achievements are valued and celebrated.