

ST. ANDREW'S C. OF E. PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Inclusion

Inclusion is about “engendering a sense of community and belonging.” (DfES 2001) We aim to reflect this in our policies and practices and therefore we support The National Curriculum Inclusion Statement, which offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils’ diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Definition of Special Educational Needs

Children have special educational needs 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 them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

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:

educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

See Section 312, Education Act 1996

Aim

At St Andrew’s (refers to all staff throughout the policy) we aim to implement a policy that will enable each child to have their needs met by providing a curriculum that is accessible to all.

Objectives

- to integrate children with special educational needs and provide access to a broad, balanced and differentiated curriculum that embraces the Foundation and National Curriculum as appropriate.
- to maintain and promote positive attitudes to all special needs valuing each child as an individual, praising all effort and promoting a sense of achievement and self-esteem in each child.
- to employ clear procedures for the early identification, assessment and registering of children whose academic, physical, social or emotional development is giving cause for concern.
- provide interventions that are additional to or different from those provided as a part of the usual curriculum for that Year group.
- in consultation with parents and involving the child as far as possible we will develop, implement, monitor, review and record Individual Education Plan's designed to meet each child's identified needs.
- call upon specialist advice from outside the school when appropriate in order to fully address the child's special educational needs and inform the IEP writing.
- to raise staff awareness of the need to differentiate effectively in order to cater for children with SEN and to provide staff training regularly and where appropriate.
- have due regard to the 1996 Education Act, the SEN Code of Practice 2001 and the Disability Rights Code of Practice 2002.
- implement a policy that reflects the ethos of all our whole-school policies and should be considered in conjunction with them.
- reflect the SEN policy within all our (whole) school policies.
- to pass on all relevant information to transfer schools to ensure continuity of education.

Roles and Responsibilities

The Governing Body with the Head Teacher determines the school's general policy and approach to provision for children with SEN. They establish the appropriate staffing and funding arrangements, maintain a general oversight of the school's work and appoint a SEN Governor. The Governing Body must report to parents annually on the school's policy on SEN.

The Head Teacher has responsibility for the day-to-day **management** of SEN provision. The Head Teacher should keep the Governing Body informed through the SEN Governor and work closely with the SENCO.

All teaching and support staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. Class teachers are responsible for the implementation of IEP's in their class.

The SENCO has responsibility for the day-to-day **operation** of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through *Early years Action, Early Years Action Plus, School Action* and *School Action Plus*.

Identification, Assessment and Provision of Special Educational Needs

To help identify children, who may have special educational needs, we measure children's progress and refer to:

- Half termly maths, reading and writing assessments.
- Ongoing teacher observations and assessment due to concern (*Appendix 1*)
- Good ideas for Inclusion folder for Nursery and Foundation Years
- Foundation Stage Profile
- Progress against the objectives in the National Literacy and Numeracy Strategy Frameworks
- M.I.S.T. Middle Infant Screening Test.
- Phonics test Year 1
- SATS results -- Optional and Statutory
- Standardised screening or assessment tools (*Appendix 2*)
- Information about the child provided by parents and concerns they may have.
- Meeting with Head & SENCO in February to discuss progress and support needs.
- Assessment for learning AFL within lessons.
- Casual admissions will be assessed within 6 weeks of arrival.

Increased curriculum differentiation, curricular adaptations and pastoral or disciplinary procedures are arrangements that apply to all children and are not part of special educational provision.

The key test of the need for action is evidence that current rates of progress are inadequate. As soon as a child is identified as having SEN the child's parents must be informed that they are receiving special educational provision.

A register is kept of all children with SEN based on the 2002 Code of Practice graduated response intervention. This is updated termly and copies given to the Head Teacher, the Senior Management Team, and shared with the school Educational Psychologist. The SEN Governor will be kept informed of the number of children at each phase.

Early Years Action and School Action

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.

The triggers for intervention through *School Action* could be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted to the child's area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not improved by the school's usual behaviour management techniques
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and /or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO should take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing with the class teacher and Teaching Assistant the action taken. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Parents should always be consulted and kept informed of the action taken to help their child, and the outcome of this action.

Nature of intervention

The action needed to help the child progress may be provided through differentiation by the Class Teacher, withdrawal or in class support by the SENCO or Teaching Assistant. It may include the provision of different learning materials and/or interventions, special equipment or to undertake staff development and training to introduce more effective strategies. See *Appendix 3*.

Individual Education Plans

All children on our Special Needs Register will have an Individual Education Plan. At Early Years Action and School Action these will be written using IEP Writer by the Class Teacher and SENCO. At Early Years Action Plus and School Action Plus the IEP should where appropriate include advice and or strategies discussed with external specialists.

See *Appendix 4* for advice on IEP writing.

The IEP should be discussed with the child and the parents.

Our IEP's are reviewed three times a year. Wherever possible we include the parent and child in the review process and involve the child in setting targets.

Early Years Action Plus and School Action Plus

Following an IEP review meeting at School Action it may be decided to consult specialists on behalf of the child.

The triggers for *School Action Plus* could be that, despite receiving an individualised programme and/or concentrated support under *School Action*, the child:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy or mathematics skills
- has emotional or behavioural difficulties which regularly interfere 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 and or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When seeking the help of external support agencies ensure parental agreement, as further assessments by the specialist may be required. A Common Assessment Framework should be completed at this time and the service involved will also need to see the child's records to establish which strategies have already been employed.

The resulting new IEP should set out fresh strategies. The delivery of the interventions continues to be the Class Teacher's responsibility.

School Transfer

Transition plans and meetings should take place for School Action Plus children in the Spring or Summer term to ensure a successful entry to the next phase of their education. Secondary schools or a new primary school should receive the school records of all pupils identified by their primary schools as having special educational needs. These should include IEP's and any reports from external support agencies.

Statements of special educational needs

Children with statements will have IEP's and be included on the Special Needs register. The IEP will be reviewed three times a year and the statement objectives referred to when deciding on the targets.

Transition plans and meetings should take place for statemented children in the Spring or Summer Term to ensure a successful entry to the next phase of their education.

The statement must be reviewed at least annually. It should focus on what the child has achieved as well as on any difficulties that need to be resolved. Parents can request a review at any time.

Further details on Annual Reviews can be found in Chapter 9 of the SEN Code of Practice 2001.

Monitoring of Policy and Practice

The SENCO has responsibility to monitor classroom provision through observation, consultation, planning and discussion with Class Teachers and Teaching Assistants. The Head Teacher regularly monitors differentiation through planning.

Record Keeping

Records are maintained in a variety of ways:

- Short term: Class teachers plan daily lessons with clear learning objectives, differentiation and evaluation.
- Medium and Long term: Termly IEP's are maintained on all SEN children. Copies are kept by the SENCO and Class Teachers.
- Each year group has a Special Needs Folder for reference by Class Teachers and Teaching Assistants. This includes reports from support agencies.
- The SENCO has a file on each child in a filing cabinet in the Special Needs Unit.
- The SENCO has class folders with the latest data on each year group.

Resources

The Special Needs Unit is located adjacent to the Junior Department. The curriculum budget provides for books, ICT programs and equipment required and identified annually.

In service Training

- St Andrew's recognises the need for in service training for all staff and governors. This includes the induction of new personnel and the updating of existing expertise.
- Training will be arranged in consultation with the Staff Development Co-ordinator.
- Current training needs will be reflected in the School Development Plan.
- There is a named Special Needs Co-ordinator in school. The Co-ordinator will keep abreast of new developments in Special Needs by attending Co-ordinator meetings and relevant courses.
- The Co-ordinator will be on-hand to give advice to staff.

Review of Policy

This policy will be reviewed by Staff and Governors in line with our Policy Review Timetable or when legal requirements or National initiatives require it.

Appendix 1

Signs for Concern

Learning:

- Slower progress than expected in some areas despite known difficulty.
- General difficulty in understanding new work.
- Inability to retain information.
- Able orally but lacks skills in recording.
- Language problems, lack of attention.
- Articulation difficulties.
- History of slow speech development.
- Organisational difficulties.

Emotional/behavioural:

- Sudden changes in behaviour.
- Very quiet, withdrawn.
- Inability to sit still for required time.
- Constantly interrupting others.
- Does not have any interest in work.
- Lacks confidence.
- Easily excitable, overreacts with temper.

Social:

- No friends.
- Inappropriate interaction with children or adults.
- Family problems affecting learning.

Physical:

- Hearing or visual problems.
- Unusual tiredness.
- Recurrent illness.
- Poor gross and /or fine motor control.
- Clumsiness.

Appendix 2

Standardised Assessments within the School may include:

- Baseline – Foundation Stage Profile.
- Year 1 Middle Infant Screening Test. Year 1 Phonics Screening Test.
- End of Key Stage 1 Assessments (SATS). P Levels
- QCA Optional SATs years 3—5.
- NFER Non-Verbal Reasoning Assessment—Year 3
- End of Key Stage 2 Assessments (SATS).
- Schonell Spelling Test –termly for children on the SEN register if appropriate.
- Schonell and Salford reading tests –termly for children on the SEN register as appropriate.
- Benchmarking.

SENCO may do individual standardised assessments, which may include any of the above and /or additional assessments;

- ❖ Neale Reading Analysis
- ❖ British Picture Vocabulary Scale.
- ❖ Lynette Bradley’s test of Auditory Organisation

Appendix 3

Guidelines for Special Needs Support

1. Teachers and Teaching Assistants supporting Special Needs children will adhere to the Special Needs Policy.
2. Provision, whether in-class support, withdrawal or a mixture, must not deny pupils access to the whole curriculum including the National Curriculum unless a Statement of Special Educational Needs stipulates otherwise.
3. The withdrawal teaching will aim to match a similar activity in class.
4. When in-class support is provided, pre-planning and scheduling should ensure this support is being used effectively and efficiently to support children where necessary. This is the combined responsibility of the Class Teacher and the SENCO.
5. Support both in-class and withdrawal has three main objectives: -
 - a) Maintaining pupil's access to the whole curriculum.
 - b) Meeting children's needs by addressing IEP targets.
 - c) Encouraging children with SEN to achieve standards matching their capabilities.

Appendix 4

Individual Education/Development Plan

- ◆ A programme for each child should be planned by the Class Teacher in consultation with the Co-ordinator, child's previous teacher (where appropriate) and support service personnel (where appropriate) and the parents and child.
- ◆ When starting a programme, the child's strengths should always be the starting point and the child's weaknesses approached via the child's strengths and interest. Tasks are broken down into small steps assuring success.
- ◆ The programme for each child should incorporate activities to be carried out both at school and at home so that the child's parents are actively involved in the programme.
- ◆ The plan should set out:
 - Nature of the child's learning difficulties and his strengths.
 - Action-the special educational provision
 - Staff involved, including frequency of support
 - Specific programmes/activities/materials/equipment
 - Help from parents at home.
 - Targets to be achieved.
 - Any pastoral care or medical requirements.
 - Monitoring and assessment arrangements.
 - Review arrangements and date.