

Special Educational Needs Policy

Introduction

At St Ann's C of E Primary School all children are valued and helped to achieve success and have confidence in themselves as learners. We believe that all pupils are entitled to a fully inclusive education. To this end we ensure that all children with special educational needs are identified at the earliest opportunity and appropriate action is taken. We involve parents/carers at all stages of the process.

The Governing Body is legally responsible for the SEN policy and practice at St Ann's C of E Primary and aims to ensure that the appropriate staffing and funding is in line with the current SEN Code of Practice.

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 learning than the majority of children of the same age; or
- b) Have an emotional and/or behavioural difficulty; or
- c) 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; or
- d) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do 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 made generally for children of their age in schools maintained by the LEA, other than special schools in the area
- (b) For children under two, educational provision of any kind.

Aims of the Policy

- To identify children with Special Educational Needs at an early stage
- To enable children with Special Educational Needs to develop their skills and abilities and to make progress
- To enable all children to participate in every aspect of school life as fully as possible
- To promote and build positive relationships with parents of children with Special Educational Needs
- To work in close partnership with parents to include them in decision making and supporting their children
- To share the responsibility for meeting special educational needs with all those involved with children i.e. parents/carers, the Head- teacher, class teachers, the school Special Needs Co-ordinator (SENCO), governors and the L.E.A.
- To seek the views of the child and takes these into account when setting and meeting targets.
- To use additional staff and funding, when possible, to maximise learning opportunities for all children.

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Admissions

Children with Special Education Needs (SEN) are given priority for available places. Before admitting children with SEN to the school the SENCO gathers as much information as possible about the child and his/her needs in order to optimise the smooth admission to the school. If necessary, meetings are set up prior to admission to plan for the child's admission. Wherever possible relevant support is in place before a new child with SEN starts at the school, in order to meet his/her needs from the start.

St Ann's C of E Primary School does not discriminate against children with a disability in their admission arrangements and ensures that all reasonable adjustments are made, in consultation with the LEA, to meet their requirements.

Roles and Responsibilities

Special Education Needs Co-ordinator (SENCO)

SENCO Melisha Trotman, is responsible for co-ordinating all aspects of special educational needs provision and liaises at all levels with all people involved in the day-to-day operation of the schools SEN policy.

The SENCO:

- Liaises with parents/carers of children with SEN at School Action Plus during review meetings at least twice a year.
- Co-ordinates meetings with parents to discuss and agree Individual Education Plan (I.E.Ps.)
- Liaises with, monitors and supports class teachers and SEN support staff.
- Reviews and updates the school's SEN register.
- Liaises with external support agencies.
- Liaises with the LEA on SEN issues.
- Organises and participates in in-service training.
- Liaises with the SEN Governor Sade Odekeye at least once a term to discuss issues and share updated SEN register.
- Organises Annual Reviews.
- In consultation with the Headteacher, staff and governors, the SENCO identifies priority targets linked to the School Improvement Plan. These targets form the SEN action plan.

The Headteacher

The Headteacher has overall responsibility for SEN provision and meets weekly with the SENCO to monitor policy and practice to ensure fully inclusive practice.

The Governing Body

The governing body is fully involved in developing and monitoring the school's SEN policy

- All governors, especially the SEN have up-to-date knowledge about the school's SEN provision and funding and how it is deployed.
- The Governing Body monitors the quality of SEN provision and ensure that it is an integral part of the School Improvement Plan.

Class teachers and the Curriculum

Teachers plan a carefully differentiated curriculum and make suitable adaptations for children with particular needs: learning, speech and language, behavioural and with the aim of enabling the children to access the National Curriculum and to develop social and personal skills. Sometimes it is necessary to provide a different curriculum for individual children if they are not able to

access aspects of the class curriculum. At these times children with SEN would be working towards targets set out in their IEPs or Initial Action Plan for Special Educational Needs.

Teachers plan, provide and review IEP targets through initial action plans for special educational needs, attending review meetings and providing reports for annual reviews. While carrying out these responsibilities, class teachers work closely with parents/carers and learning support staff and report to the SENCO and Head teacher.

Many different strategies are used to support children with SEN, including star/sticker charts and books for children with behavioural difficulties and special Information Communication Technology programmes for those with learning, attention or fine motor skills difficulties. Sometimes children may work in another class for part of the week if the curriculum is considered to be more appropriate for that child.

External Support and Liaison

The school has links with a wide range of support services including the Educational Psychologist, Haringey Behaviour Support team, Haringey Education Support Service, Haringey Language Support Team, Speech and Language Therapy, the Educational Welfare Service and the school nurse and Social Services. The SENCO is responsible for liaising with all the above agencies and for enabling class teachers and parents/carers to meet with appropriate personnel.

Identification, assessment and review procedures

The school's assessment policy requires teachers to assess children's progress in Maths and English at the mid-point of each term and to set individual targets for further progress in number, reading and writing. Concerns about progress can be formally identified through this process, but may also be registered at other times when the teacher or parent/carer highlights a concern. In addition, detailed assessments may be carried out by the class teacher, Ethnic Minority Achievement (EMA) teacher or SENCO, if this is considered to be necessary. Teachers and parents/carers meet to discuss any expressed concerns and may decide to place a child on the SEN register, usually School Action. Where it has not been possible to contact a parent/carer, attempts at communication are recorded.

Termly staff meetings are held to review children on the SEN register, update the paper work and plan School Action Plus review meetings with parents/carers. The SENCO meets with teachers at other times as necessary to discuss children with SEN.

Stages of Special Educational Needs

- The new stages of SEN in line with the New Code of Practice and St Ann's C of E School Policy are:
- Initial Action when initial concerns are raised
- School Action/Early Years Action (needs addressed at school level)
- School Action Plus/Early Years Action Plus(needs addressed with input of outside agency)
- Statement of SEN

Initial SEN Action

At St Ann's C of E Primary School children who are initially identified as a concern are monitored at Initial SEN Action.

The class teacher completes an Initial Action form highlighting concerns.

The child's progress is then monitored by teacher senco over half a term.

Where progress is not adequate, it will be necessary to take some additional or different action to address the child's needs. Whatever the level of pupils' difficulties, the key test of how far their needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways:

- Closing the attainment gap between the pupil and the pupil's peers
- Preventing the attainment gap growing wider
- Progress is similar to that of peers starting at the same attainment baseline although less than the majority of peers
- Progress matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in pupil's behaviour

School Action/Early Years Action

- School Action is triggered when a child:
- Makes little or no progress even when teaching approaches are targeted to focus on a child's identified area of weakness
- Shows continuing of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behaviour difficulties which need additional resources to manage
- Has sensory, physical, interaction or communication problems and continues to make little or no progress despite the provision of specialist equipment

An IEP is in place with subject specific, cross-curricular, and/or behaviour targets. This IEP is shared with parents/carers, staff and outside agencies involved with the child's learning and is reviewed termly by the class teacher.

The class teachers and allocated support staff implement targets. There is increased curriculum differentiation and a separate programme of work may be drawn up to achieve IEP targets. Either in-class or withdrawal support is provided as appropriate. When a child is withdrawn from the class situation it is for a planned length of time and with the aim of successful reintegration.

The SENCO is responsible for planning, monitoring and reviewing SEN provision and pupils' progress. A child can move off School Action if progress is good and IEP targets are consistently met.

Review

Progress is reviewed termly with the parent/carer and class teacher. A child is moved to School Action Plus if there is sufficient evidence to demonstrate that despite receiving an individualised programme and/or concentrated support the pupil:

- Continues to make little or no progress in specific areas over a long period and continues working at National Curriculum levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy skills and numeracy skills.
- Has behavioural or emotional difficulties which substantially and regularly interfere with their own learning and that of the class group despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular visits outside agencies. This should provide direct specialist intervention to the pupil or advice to the staff.
- Has an on-going communication or interaction difficulty that impedes the development of social skills and cause substantial barriers to learning.

School Action Plus

Parents must be closely involved by this stage. They need to give their permission if outside agencies are to be consulted, for example an Educational Psychologist.

SEN teaching support is more intensive and can be on an individual basis for the identified needs and targeted support. Parents/carers are consulted again at

this stage to inform them of the involvement of and/or referral to outside specialist agencies.

If the child makes little or no progress the SENCO will liaise with other agencies which may include the Educational Psychologist, speech and language therapist or any other appropriate external agency.

The Educational Psychologist will advise the SENCO how best to proceed through either general class observation or individual assessments.

If an individual assessment is needed parents are consulted again as their agreement, consultation and interaction is necessary. This assessment is carried out through a series of observations and tests together with meetings of all those involved with the child.

Following the assessment there will be recommendations regarding the involvement of other agencies. A new IEP is drawn up by implementing recommendations from external agencies. Parents/carers are fully involved at this stage.

Review

Class teachers in consultation with the SENCO, Special Needs Assistants and any outside agencies who are involved in working with the child, review progress termly. If there has been an improvement the child may revert back to School Action or be removed from the SEN register.

If progress is less than satisfactory, or has deteriorated, the school, in negotiation with parents/carers, may request the LEA to make a Statutory Assessment which may lead to a Statement of SEN.

Assessment

Parents/carers are fully involved at all review meetings and need to be in agreement with any decisions made.

Foundation Stage: Early Years Action Plus

Parents must be closely involved by this stage. They need to give their permission if outside agencies are to be consulted, for example an Educational Psychologist.

The Code of Practice states that triggers for moving a child to Early Years Action Plus are that the child:

1. Continues to makes little or no progress in specific areas over a long period

2. Continues to work at a stage of the Foundation Stage substantially below that expected of children of a similar age
3. Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of the group, despite having an Individualised Behaviour Management Programme
4. Has sensory or physical needs and requires additional equipment or regular visits from practitioners providing specialist services
5. Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

In a very few cases despite all this Action, progress will continue to be limited. When all concerned are sure that the Early Action Plus Plan has been fully implemented and reviewed then a request for statutory assessment can be made.

Statutory Assessment

Parents/carers and the school can request the LEA to undertake a Statutory Assessment of a child identified with SEN after requirements of School Action and School Action Plus have not enabled the child to make adequate progress.

In order for this assessment to proceed there should be written evidence of or information about:

- The school's action through School and School Action Plus.
- Individual Education Plans for the child.
- Records of regular reviews and their outcomes.
- National Curriculum levels.
- Attainment in literacy and numeracy.
- Educational and other assessments, for example from an Advisory Specialist Support Teacher or an Educational Psychologist.
- Views of the parents/carers and of the child.
- Any involvement by the social services or Education Welfare Service.
- The child's medical history where relevant.

The entire assessment and statementing process takes up to six months to complete, after which the LEA will decide whether to issue a statement of SEN or not and give reasons, or issue a draft of a proposed Statement.

Statement of SEN

The LEA gives a Statement of SEN when a mainstream school is unable to meet a child's severe and complex needs from its existing resources.

Parents/carers receive and agree the draft Statement. Once the Statement is finalised it is a legal document and specifies the nature of the child's SEN, the SEN provision from the LEA and the school, the objectives to be met, arrangements for monitoring progress, the type of school, non-educational needs with non-educational provision.

Review

The LEA reviews the Statement of SEN annually. A Statement of SEN can be amended or cease to be maintained.

All children should be involved in every stage of the SEN procedure including review meetings, setting targets and reviewing targets. At St Ann's C of E Primary we recognise that some children's level of involvement will be limited, particularly in the Foundation Stage. We also understand that this involvement may be confusing and stressful for some children and appreciate the need not to overburden them.

At the end of a SEN review meeting the child is invited in for the final five minutes to share their views and discuss any concerns. This gives the adults involved an opportunity to discuss and share new targets and support arrangements with them. However if the SENCO, parent/carer or class teacher consider this to be too disruptive, the decisions taken will be shared and discussed with the child at a more appropriate time.

Criteria for Measuring the Success of Our SEN Policy.

- Having effective assessment systems and documentation for the early identification of special educational needs.
- Parents/carers to be involved at least twice yearly.
- To involve children as fully as possible by taking their opinions into account when reviewing progress and setting new targets.
- Monitoring and review of children's progress and attainment on a termly basis by all staff involved with that child.
- Keeping accurate records of all pupils who need to be on the SEN register.

- Producing well-defined individual Education Plans with realistic and achievable targets.
- Creating a school atmosphere in which pupils' individual differences are recognised and valued by the inclusion of children's strengths on their initial action plan and Individual Education Plans.

Staffing and Funding

The school employs five Special Needs Assistants to meet the needs of children with Statements as specified in their Statements. In addition, there are three higher level teaching assistants who support other children on the school's SEN register across all the key stages.

The SENCO allocates one day per week to support children at SA+, daily RML group with Y1, time for review meetings, admin, and observations, meetings with support staff and outside agencies and training as necessary.

The SENCO has an annual budget (agreed with the HT to provide resources and materials to support children with SEN.

Resource Bank

There is a resource bank of games, ICT equipment and teaching resources to support the learning of those with SEN. In addition the school has Alpha smarts (word processors) being used by children with SEN.

Inclusion

Provision is made so that all children with SEN or a disability can participate in all aspects of school life. However, if for some reason a child cannot take part in an activity, a similar activity will be provided for that child. Assemblies may be amplified and signed to afford those children with hearing impairment a greater opportunity to access the content of the assemblies. All new staff and children have a session of deafness awareness training. Children throughout the school are encouraged to co-operate with each other, to recognise each other's strengths and to support each other's differences.

An Accessibility Action Plan has been put into place and part of the action has been to identify 'friendly' and 'unfriendly' areas for children/adults who are using a wheelchair or walking frame. This review also identifies all 'friendly' and 'unfriendly' areas of the school for children/adults with a hearing or sight impairment. The Accessibility Action Plan has set out a number of areas to be

considered in order to work towards the school becoming more accessible and inclusive for all children and adults.

Children with SEN may be especially vulnerable to abuse. Extra care should be taken to interpret correctly apparent signs of abuse and neglect. Indications of abuse of these children should be reported exactly as for other children; according to the School procedures see Child Protection policy. Where abuse is suspected, pupils who have difficulties in communicating should be given the chance to express themselves to a member of staff with appropriate communication skills.

INSET and Staff Development

Training sessions are held for staff to address and identify needs, for example setting targets for IEPs, behaviour management, developing a better understanding of the New Code Of Practice. Training is also organised and delivered for SMSAs (meals supervisors), addressing issues of play and of behaviour management. The SENCO regularly attends courses and conferences to develop her knowledge and expertise and following training, information is shared with all staff whenever possible.

Complaints procedures

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

Transition and Communication

At the end of each school year class teachers meet to share and pass on essential information and records about children with SEN. If a child with SEN leaves the school during the primary years and at the time of secondary transfer, SEN records are passed on to the receiving school and meetings may be held prior to transfer. Similarly information is sought from previous schools for new children entering St Ann's C of E Primary School.