



## Long Sutton Primary School Special Educational Policy

This policy describes the arrangements we make for children who have Special Educational Needs (who require learning support above the normal provision of the class teacher) in line with the DfES Code of Practice 2001, the Special Educational Needs and Disability Act 2001, the policy of the Local Education Authority and the aims of the school as outlined in school documentation.

We recognise that all children may have particular abilities and disabilities which require specific attention. Therefore whilst children are at this school, no matter what the nature of their needs, or their severity, we shall do our best to ensure that they are given the support necessary to have access to all areas of school life and in a way that minimises the extent to which they are segregated from their peers.

### **AIMS**

1. To enable all pupils to make maximum progress.
2. To identify pupils who have Special Educational Needs as early as possible.
3. To ensure equal access to the National Curriculum for all pupils, to enable them to have equality of opportunity with the appropriate level of provision.
4. To work closely with parents and involve and inform them at all stages.

### **ADMISSION ARRANGEMENTS**

All applications for admission to the School will be considered in line with the school's Admissions Policy. All children, whatever their Special Educational Needs will be given equal consideration.

### **SEN Funding**

Hampshire allocates funding to schools for SEN provision, set criteria is determined by Hampshire County Council. An annual internal audit will take place during the first half of the Summer Term to establish the academic year's allocation of staff.

### **Analysis of Best Value**

The SENCO and the school management team use both quantitative and qualitative analysis in the evaluation of SEN provision. The following criteria are used to establish best value.

- Pupils on the SEN register having made progress according to staff records.
- Diagnostic assessments by outside agencies demonstrate an individual's progress
- Comparative data from standardized tests (QCA tests, DEST) and SATS data from KS1 and KS2 are used as guidelines for assessing the pupil's ability in working to their full potential.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with special educational needs.
- Monitoring SEN provision via a range of proformas to gather information on pupils, staffing and systems in place.

### **Future Planning**

Future planning on SEN takes place in accordance with:

- Ongoing evaluation of best value
- Current and future knowledge of pupils with SEN
- Annual SEN budget allowance
- Ongoing LEA and government directives.

## **THE MANAGEMENT OF SEN**

### ***Role of the Head teacher***

Overall responsibility for the management of Special Educational Needs lies with the Head teacher. Even where it has been delegated to a SENCO the Head should be informed of all children who are on the SEN register and how they are being supported. The Head should in turn inform appropriate members of staff of any issues that relate to the SEN of individual children.

### **SEN Coordinator**

The SEN Coordinator is Mrs S Newcombe and she has responsibility for the day – to - day operation of the SEN policy.

The SEN Coordinator will:

1. Support staff in applying provision.
2. Co-ordinate in-school provision and deployment of TAs to support staff and children and to liaise with qualified teacher support where necessary.
3. Manage Annual Reviews.
4. Develop and review SEN policy in consultation with the SEN governor
5. Ensure implementation of the SEN policy by:
  - requesting appropriate paperwork from teachers
  - advising on IEPs and monitoring progress through them
  - overseeing the implementation of IEPs
  - purchasing resources for SEN
  - keeping the SEN Register
6. Ask for and obtain outside help when required.
7. Meet with parents over curricular aspects of Special Educational Needs as 'second line' after class teacher.
8. Liaise with feeder and receiving schools when extra input is needed, in addition to that of the class teacher.
9. Provide INSET when required for teachers and TAs or arrange for specialist input.
10. Put the SEN viewpoint for curriculum discussions when required.
11. Keep up to date through INSET and appropriate conferences.

## **IDENTIFICATION, ASSESSMENT, RECORD-KEEPING AND REVIEW**

Identification marks the first part of the recognised Special Educational Needs assessment procedures.

### **Identification**

The trigger for **Identification** is the expression of a concern that a child is showing signs of SEN, together with the evidence for that concern, by any teacher at the school, by a parent or by another professional who is in close contact with the child and/or family. At this stage information is gathered on the child by the class teacher who then informs the Special Needs Co-ordinator (SENCO), and the parent (if the parent has not raised the issue). The SENCO advises supports, assesses and records the nature and extent of the need. Modifications to teaching approaches and to outcome are practised for a period of time and then reviewed.

Further modifications may be necessary or the child considered for **School Action**. The child's name is then put on the Special Needs Register.

### **School Action**

The triggers for intervention through **School Action** could be the teacher's or others' concern, underpinned by evidence, about a child who despite differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas 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 behaviour management techniques usually employed in the school
- 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 gathering of information in respect of identifying the pupil's special educational needs may be via:

1. Liaison with the teacher, classroom assistants and lunchtime staff.
2. Liaison with the feeder school
3. Liaison with parents through parents' evenings or specific meetings
4. Liaison with any previous outside agency involvement
5. Through assessment and past records

Any pupils involved in this procedure will have a number of targets set by teachers and recorded on an Individual Educational Plan (IEP), which should be achieved within a given time limit. These targets will address the most urgent of the child's needs and should be discussed with the Learning Support Assistant (LSA) if one is asked to support in-class or on a withdrawal basis outside of class. The progress of the pupils will be reviewed by the class teacher and LSA (If applicable) in consultation with the SENCO, at least every term and new targets set. Parents are informed of targets, progress made and ways in which they might help and are given the opportunity to meet with the SENCO and/or class teacher.

If a child makes good progress for a period of time it may be decided that the child no longer needs special help and can be removed from the register after consultation with class teacher, parents, SENCO and Head teacher.

### **School Action Plus**

As for School Action the trigger for School Action Plus has regard to the Code of Practice: 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
- 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 emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

The gathering of information in respect of the pupil's continuing special educational needs may be via:

1. Information gathered from School Action Reviews
2. Liaison with Teachers, parents and outside agencies (This contact may be initiated only with consent of the parents and the head teacher.)

Using the advice and resources of outside agencies the SENCO, teacher and parents will draw up a revised Individual Education Plan, which will be reviewed regularly.

### **Statutory Assessment/Statement of Special Educational Need**

As outlined in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern' the school will provide evidence from:

- The school's action through School Action and School Action Plus.
- Individual Education Plans
- Regular reviews and outcomes
- Health records where relevant
- National Curriculum levels
- Results of school and outside agency assessments
- Views of parent and child
- Involvement of other relevant professionals, social services and education welfare service

If a statement is granted, guidelines and objectives are carefully outlined to help guide the school. This statement is reviewed annually when parents, and outside agencies are all invited to contribute their views.

### **SEN Records**

For each pupil on the register records are kept which may include assessment information, review information, information from outside agencies, previous records, IEPs and correspondence. The class teacher has current relevant information on each child as well as their working IEP.

**The school uses the following support services where appropriate.**

### **Other Agencies**

**Educational Welfare Officer EWO** – who investigates and follows up absences and persistent lateness.

**Educational Psychologist EP** – who undertakes annual reviews, assesses children and gives advice on work programmes and behaviour programmes

**Speech Therapist** – who assesses speech defects and language developments

**Teacher Advisors for physically, visually and hearing impaired children** – who offer help and advice and make assessments

**Teacher Advisor for children with specific learning difficulties** – who undertakes assessments and offers advice

**Inspector for Special Needs** – who assesses the success of provision for children with special needs and offers advice for improvement.

**CAMHS**- Child and Adolescent Mental Health- provide support for children and young people aged 0-18 with social, emotional, behavioural and mental health needs.

**Behaviour Support Team**- who work with pupils and families experiencing behaviour difficulties.

**School Nurse** – who performs regular hearing and vision checks, discusses children causing concerns, has access to and updates child's medical records and can refer pupils for certain assessments.

**Social Services** – May intervene if children cause concern, or families need support.

**Occupational Therapist** - who may work with children in clinic or may devise programmes to be undertaken in school.

**Physiotherapist** – who may work with children in clinic or may devise programmes to be undertaken in school.

**Parent Partnership Service-** provides advice and support for parents of children with Special Educational Needs. They produce a newsletter two or three times a year with a fairly comprehensive range of information and contact names and addresses.

### **ACCESS TO THE CURRICULUM**

To accommodate pupils who are designated as having a special educational need, the school provides:

- 6 part time learning support assistants who enable appropriate access to the curriculum in class, small groups and through individual support. Further support is sought for some children who have specified hours in statements or who are on School Action Plus and warrant a specific LSA or LSA hours.
- Individual programmes for specific children
- Specialist equipment when necessary

In line with National and Local Educational Authority policy children are only disapplied from the National Curriculum in exceptional circumstances. The curriculum is differentiated to enable all children, whatever their ability, to have complete access. Group work in literacy and numeracy is planned to the ability of the children.

When a child reaches School Action or above, he/she may have a named LSA assigned to him/her who might work in class with the child as an individual or as part of a small group or who might withdraw the child while covering certain targets on the IEP. The class teacher must ensure that the child has full access to the NC and does not miss out on his or her entitlement. The class teacher in consultation with the LSA and SENCO will set targets and progress is reviewed formally once a term.

### **ROLE OF THE SCHOOL GOVERNORS**

The Governing Body has a legal responsibility

- to do its best to secure the necessary provision for any pupil who has SEN
- to ensure that where the Head teacher has been informed that a pupil has SEN, those needs are made known to all who are likely to teach him or her.
- to ensure the teachers in the school are aware of the importance of identifying and providing for pupils who have SEN.
- to draw up annually a paragraph for the school profile on their policy for pupils with SEN
- to ensure that pupils with SEN are fully integrated into the life of the school
- to review the policy annually and to evaluate its success.
- to have regard to the SEN Code of Practice when carrying out its duties
- to ensure parents are notified of a decision by the school that SEN provision is being made for their child.

The Governors have decided to name a representative, Mrs Clare Rowe-Jones, to have SEN overview in the School.

### **PARENT PARTNERSHIP**

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The process for contact with parents in respect of pupils who have special educational needs will be:

1. Teacher to meet parents to discuss placement at School Action and School Action Plus levels
2. Teacher/SENCO to initiate additional meetings/reviews to take place where appropriate or where there may be concern over pupil's progress
3. SENCO to liaise with parents where a request for formal assessment is to be made

4. In addition to the review/parents' evenings, those parents who have a child with a statement of special educational need will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at any time of their asking. They have the right at any time to access the records relating to their child and any school documentation they feel may be appropriate.

### **COMPLAINTS**

Complaints about SEN provision should be brought to the SENCO and head teacher. If the issue is unresolved, the Governing Body should be contacted, according to the School Complaints Procedure.

### **PHYSICAL RESTRAINT**

The school's policy on exercising physical restraint is included in the Policy folder.

### **TRAINING**

Any new teaching or non-teaching staff who work with SEN children will receive initial training. Any further training will be given where appropriate through school inset and attendance of appropriate courses.

### **LIAISON WITH FEEDER AND RECEIVING SCHOOLS**

In the summer term before Year R children enter the school in September, the Year R teacher meets with the preschool practitioners to discuss strengths, causes of concern and progress made to ensure the transition is as smooth as possible.

In the summer term before the Year 6 transfer to secondary education the teacher responsible for primary liaison and the year tutor meet with the Year 6 teacher to discuss the pupils to try and ensure a smooth transition. The SENCO from the secondary school also comes to discuss children who are on the Special Needs Register.

Signed: .....	Headteacher
Signed: .....	Chair of Governors
Signed: .....	SEN Governor

Date of Review: March 2010

Date of Next Review: .....