

# ARDEN PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

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# Arden Primary

## Special Educational Needs Policy

Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning. (NASEN - National Association for Special Educational Needs)

## 1) OPENING STATEMENT

We value all children as individuals with differing interests, knowledge and skills. All children are entitled to a broad and balanced education designed to enable them to achieve their potential. The curriculum should be relevant and differentiated, meeting the requirements of the Foundation Stage and the National Curriculum wherever possible.

Children who have additional needs will be supported to achieve full access to the whole school curriculum. This is facilitated through a range of resources and support systems.

The views of children and parents are considered and taken into account.

We provide for children who experience difficulties with:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical conditions

## 2) 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...

*Special educational provision* means: educational provision that is **additional to**, or otherwise **different from**, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

(1996 Education Act, Section 312, as cited in the Special Educational Needs Code of Practice, DfES 2001.)

*We recognise that needs may arise from sensory or physical impairment ,cognitive, emotional or behavioural difficulties ,illness or interrupted schooling.*

## 3) AIMS

Our School Policy has regard to the Code of Practice, which was effective from 1<sup>st</sup> January 2002 and has been further updated following the implementation of the new Code of Practice in September 2014. We also follow the advice given in Stockport LA's

## Staged Identification and Assessment Procedure for Pupils with Special Educational Needs.

In order to address the requirements of the Code of Practice, we aim:

- to ensure that all pupils, including those with special educational needs, have full access to a broad and balanced curriculum
- to identify and register a child's Special Educational Needs as early as possible
- to assess the needs of the child
- to view parents/carers as partners and involve them fully in discussions and future decisions
- to take into account the views of the parent/carer when considering all aspects of their child's education
- to take into account the views of the child him/herself when considering all aspects of his/her education
- to set targets that are Specific, Measurable, Attainable, Realistic, Time-related (SMART). These should be negotiated with all parties, including the child wherever possible
- to draw up an I.E.P .or I.B.P for the child in consultation with all relevant parties
- to provide a suitably differentiated curriculum that is planned and well taught and in which pupils' self-esteem and value is supported and developed
- to monitor and record the child's progress and evaluate and review targets regularly
- to liaise closely with a child's new school on transfer and between Nursery/ Reception, KS 1/KS 2 and KS 2/ KS 3
- to seek advice from outside agencies when necessary
- to have regard to children's different talents and learning styles when taking into account different teaching strategies

## 4) ROLES AND RESPONSIBILITIES

**The Governing Body will:**

- be fully involved in developing, implementing and monitoring the school's SEN policy
- ensure that there is a governor, designated as having special responsibility for SEN, who will monitor the quality of provision within the school
- report annually to parents/carers on the school's policy for pupils with SEN
- ensure that SEN provision is an integral part of the School Development Plan

- have regard to the Revised Code of Practice - January 2002 and consider the new Code of Practice that came into force in September 2014
- ensure that parents/carers are notified of any decision made by the school that SEN provision is being made for their child
- consult the LA and governing bodies of other schools, if appropriate, to co-ordinate SEN provision within the area
- establish the appropriate staffing and funding arrangements for SEN provision

### **The Head teacher will:**

- have ultimate responsibility for the day-to-day management of all aspects of the provision for children with SEN in the school
- keep the Governing Body fully informed
- work closely with the Inclusion Lead in implementing the policy and the strategic development of the provision for children with additional needs

### **The Inclusion Lead will:**

- be responsible for the day-to-day operation of the School's SEN Policy
- work closely with the Head teacher, the Inclusion Team and other members of staff in implementing the policy
- co-ordinate the provision for children with special educational needs
- liaise with, support and advise fellow members of staff
- liaise with the parents/carers
- liaise with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies
- maintain and oversee the records of all children on the SEN register
- arrange regular review meetings for children on School Monitor and SEN Support stages in conjunction with Stockport's LSS and BSS

- arrange and organise the annual review for children with statements

### **The class teacher will:**

- register a cause for concern and inform the SENCO
- advise the parents and involve them in discussions
- draw up an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) in consultation with the SENCO, parents/carers and, where appropriate, child
- provide activities that are **additional to** or **different from** those provided by the school's usual differentiated curriculum
- monitor and assess the child's progress and evaluate the IEP before the review
- liaise with, and provide reports for, outside agencies
- attend review meetings and provide written evidence of progress
- manage Learning Support Assistants and resources for the SEN children in their class

## **5) FUNDING**

Funding is allocated and distributed within school in consultation between the Head teacher, Governors, Inclusion Lead and SMT. The allocations are reviewed annually.

## **6) IDENTIFICATION, ASSESSMENT, RECORD KEEPING AND REVIEW**

Arden Primary use the term **School Monitor/SEN Support** for Nursery children and from Reception to Year six.

### **Gathering Information through:**

- liaison with parents/carers by home visits and parent's meetings
- informal observations
- formal observations
- liaison with staff members
- liaison with outside agencies
- information received from other establishments

- samples of work
- assessment results
- previous IEP/IBP reviews

## **Early Years**

### ***Identification***

A child would be identified as requiring School Monitor if they:

Show signs of difficulty in the areas of learning, identified by the Foundation Stage Curriculum.

## **School Monitor**

### ***Identification***

As part of the first review in October, on entry to the reception class a decision will be made about if a move to School Monitor is required.

In line with the SEN Code of Practice, children's needs will be identified under the following areas:

- Cognition and learning
- Communication and interaction
- Sensory and Physical
- Social, Emotional and Behavioural

The identification would be with regard to the information as outlined in the Code of Practice and The Stockport Identification and Assessment Procedure for Pupils with Special Educational Needs. A child will be moved to School Monitor if a teacher or parent /carer still has concerns about their progress and despite receiving differentiated learning opportunities for a period of time (usually 6 months), and they continue to:

- Shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas.
- Make little or no progress even when quality first wave teaching approaches are targeted particularly in a child's identified areas of weakness
- Has communication and/or interaction difficulties
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems or continues to make little or no progress despite the provision of specialist equipment.

Information gathered from parents/carers, observations and any levels achieved in assessments are used as a starting point or baseline for devising an **Individual Education Plan (IEP)** or Individual Behaviour Plan (IBP)

### **Action taken, record keeping and review**

1. The class teacher informs the parents/carers and Inclusion Lead of concerns about progress.

2. Individual behaviour Plan/Individual Education Plan:

Through discussions with the teacher and the parent/carer and appropriate assessments an individualised programme will be produced to target the child's specific needs.

3. Review/evaluations:

Teacher collects information about children's learning and achievements, plus evaluations of the IEP targets, for discussion at the review meeting: held twice a year with the class teacher, Inclusion Lead and LSS support teacher. Children's progress is also reviewed with parents at Parent's evening.

A review will lead to one of the following outcomes:

- it may be decided the child has made sufficient progress and no further action needs to be taken (remove from register) or they are able to change stage, ie EHCP to SEN Support, SEN Support to School Monitor
- whilst some progress has been made in the target areas, a further cycle of support, with a new IEP/IBP will be put in place
- if concerns about the child's progress continue, particularly if these concerns are growing, advice and support may be sought from external agencies and a CAF will need to be completed
- it may be suggested that evidence needs to be gathered for a statutory assessment

*If the child shows little or no progress, despite an individualised programme, they will be moved to SEN Support and further assessments and advice from external agencies will be sought*

### **SEN Support**

#### ***Identification***

As for School Monitor, the trigger for SEN Support will be in line with the Code of Practice. A child will be moved to SEN Support if they:

- Continue to make little or no progress in specific areas over two reviews
- Continue working at National Curriculum levels substantially below that expected of children of a similar age

- Continue to have difficulty in developing literacy and mathematics skills
- Have 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
- Have sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Have ongoing communication or intervention difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **Action taken, record keeping and review**

As for SEN Support, information is gathered from all those working with the child, plus outside agencies.

The reviews are held twice a year with the class teacher, parents/carers, SENCO, support teacher and any other relevant outside agencies.

At the review meeting progress will be evaluated and discussed and one of the following options will be taken:

- if the child is gradually improving, carry on with interventions and devise a further IEP/IBP at SEN Support.
- if the child has made good progress they could return to School Monitor with a new IEP/IBP
- if, after two reviews, the child's progress is still giving great cause for concern, even with help from external agencies, the parents/carers and Educational Psychologist should be consulted and involved to help decide whether to move towards an Educational Health Care Plan (EHCP).

### **Educational Health Care Plans (EHCP)**

#### ***Identification***

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

- The school's action through School Monitor and SEN Support.
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum levels.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents/carers of the child.

- Involvement of other professionals.

### **Action taken, record keeping and review**

On receipt of an EHCP from the local authority a new action plan for support will be formulated based on the recommendations outlined in the EHCP.

Where the LA does not issue an EHCP, the child remains at SEN Support.

### **Annual Review**

The Inclusion Lead collects information from parents/carers, child, staff and outside agencies and collates the information prior to the review. At the annual review progress is discussed and either:

- maintain the EHCP and issue a new IEP
- request an amendment to the EHCP
- request ceasing the EHCP and revert back to SEN Support

### **Y5 Transition Reviews**

These will be held in the June of the year prior to moving to secondary school to enable parents to make visits to possible schools. All those involved with the education of the child are invited including the Inclusion Lead from the schools being considered. The Local Authority ARO (Assessment and Review Officer) should also attend this meeting.

### **Parent/Carers Views**

The views of the parent/carers and the child should be included, if possible, on all Play plans/IEP's/Statements where appropriate. Parents/carers are to sign and retain a copy of all documentation and sign requests for referral to outside agencies.

## **7) MONITORING THE EFFECTIVENESS OF THIS POLICY**

The implementation of this policy is the responsibility of the Governing Body, Head teacher, Inclusion Lead and all teaching staff. It should be regularly reviewed and updated in the light of new initiatives. This will be the responsibility of the co-ordinator in consultation with the Head teacher, staff and Governors.

SEN provision is monitored by the Children's and Young People's Disability Partnership, they request information on children, staffing and systems in place.

## 8) Evaluation

The children's achievements are measured by:

- records of individual progress
- reading, spelling and diagnostic assessments demonstrate an individual's progress.
- data from standardised tests: Spar spelling tests; Salford reading; WRAT reading, spelling and Maths, APP
- Personal and social development
  - Extra curricular activities*
  - Involvement in the school*
  - Gaining independence and self confidence (eg. residential)*
  - Developments of positive relationships with peers and adults*
- Comments from children and parents
- SATs and assessment results
- Feedback from class teachers
- Comments from Learning Support and Outside Agencies
- Successful transition to the next key stage

## SEN Records

The school SEN records will collate and record the school's responses at all stages including information collected at review meetings and liaison with parents/carers.

## 9) PARENT PARTNERSHIP

### Contact with Parents/Carers

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

1. Class teacher to discuss initial concerns with parents. This will be done when the need arises and not wait until a parents evening.
2. Class teacher to meet with parents/carers to discuss placing a child at School Monitor and SEN Support levels following a period of intervention where no progress is made.
3. Inclusion Lead to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the child's progress
4. Inclusion Lead to invite the parents/carers of children at to a review with herself, the class teacher and LSS or BSS

5. Inclusion Lead to meet with parents/carers where a request for formal assessment is to be made.
6. In addition to the reviews, parents' evenings, those parents/carers who have a child with an EHCP will be invited to an annual review meeting.

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

## **10) OUTSIDE AGENCIES AND SUPPORT SERVICES**

The school works closely with other agencies to focus on the identification and provision for those children who have a special educational need. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support system that focuses on the needs of the child.

The following services/agencies are available to/involved with the school. This list is not exhaustive:

- Educational Psychologist
- Curriculum support
- Speech and Language Therapist (SALT)
- Emotional and Behaviour Support (PBSS)
- Education Service for Sensory Impairment (ESSI)
- Occupational Therapist
- Education Welfare Service
- Social Services
- Health Services
- Child and Adolescent Mental Health Services (CAMHS)

Inclusion Lead: Ruth Sumner

Inclusion Team: Ruth Sumner, Anna Pilgrim, Andy Briggs

Inclusion Governor: Hazel Lees

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