

**SHALFLEET C.E. PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS POLICY**

**As a Christian school, we value each child as special and unique in the sight of God, and, through the love, challenge and opportunities we offer, seek to enable them to develop as confident, caring and successful young people within our 'Safe Haven'.**

**PHILOSOPHY**

1. Our school values all children as equal and special, with entitlement to have access, as far as is reasonable, to all educational opportunities.
2. We recognise that all children are unique and have individual needs. Where there is a difficulty in any areas which cannot be met through normal classroom practice or through routine extra support groups a child may be considered to have a special educational need. *For example, a child has learning difficulties if he or she*
  - *Has a significantly greater difficulty in learning than the majority of children of the same age*
  - *Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LEA*
  - *Is under compulsory school age and would have difficulties if special educational provision was not made for the child.*

Special education provision means

- *For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area*
- *For a child under two, educational provision of any kind.*

Children are not regarded as having learning difficulties solely because their language, or form of home language, is different from that in which they are taught.

3. Our school seeks to work in partnership with parents, the Local Authority (LA), Healthcare and the Social Services to ensure that there is full and appropriate provision for children with Special Educational Needs (S.E.N.)

**AIMS**

The SEN aims of the school are:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and abilities
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

## PRINCIPLES

1. There should be equality of opportunity in all aspects of school life, irrespective of home situation, race, creed, gender, sexual orientation, physical disability or special needs as stated in our Learning and Teaching Policy.
2. Our whole approach to the assessment of pupils, as stated in the Revised Code of Practice 2002 and in our Learning and Teaching Policy, should identify pupils with Special Educational Needs (SEN) from an early stage. As also stated in the Code, all teachers are teachers of pupils with SEN. Pupils identified as having SEN should therefore, as far as is practicable, be fully integrated into mainstream classes, with every effort made to ensure that they have full access to the National Curriculum.
3. Building on our school Inclusion Policy, pupils with Special Needs should be integrated into school life as fully as possible and are entitled to access to a full, broad and balanced curriculum, and should be encouraged to build on their strengths in order to develop their own self-esteem, having access to a multi-sensory environment as appropriate.
4. In endeavouring to ensure that there is early intervention and identification of SEN the school should recognise that even before a child reaches compulsory school age he or she may have special needs that may require the intervention of the LA.
5. It is the right of all pupils with statements of SEN to be admitted to this school by the LA, according to the principles set out in our Admissions Policy, with the following exceptions:
  - When it is against the wishes of the parents
  - When it is not compatible with the provision of efficient education of other children
  - When there are no reasonable steps able to be taken to prevent incompatibility.
6. It is the responsibility of the governing body to ensure that parents are informed as soon as their child has been identified as having SEN for which additional provision has to be made [Wave 3].
7. The school has the right, in addition to parents, to ask the LA to carry out a statutory assessment or re-assessment of a registered pupil at the school to determine whether that child needs a statement of SEN, in cases where no such assessment or re-assessment has taken place within the previous six months.

## PROCEDURES

### Differentiation in teaching

Teachers differentiate work in the core subjects at a minimum of three levels: *above average or upper achievers (AA or UA)*, *average or middle achievers (A or MA)*, *below average or lower achievers (BA or LA)*, to enable appropriate progress to be made for each pupil, in line with our Learning and Teaching Policy. This is known as **Wave 1** provision.

Where a child is given additional help in a routine, nationally recognised, series of lessons such as E.L.S. (Extra Learning Support) in Y1 (or its equivalent), an intervention programme, or where a pupil is being given 'catch up' support in a small group with a G.E.P. (Group Education Plan) written setting out specific learning objectives and targets, they are considered to be receiving **Wave 2** provision.

Where a child needs additional individualised support for identified special educational needs they are considered to be receiving **Wave 3** differentiation.

### Identification of pupils with SEN

Early identification of pupils with SEN is a priority. The school uses a variety of means:

- Evidence obtained by teacher observation/assessment
- Their performance in National Curriculum judged against level descriptions
- Pupil progress in relation to objectives in the National Literacy/Numeracy strategies
- Test results including scores in CATS (Cognitive Assessments) in Y3
- Standardised screening or assessment tools when appropriate e.g. BPVS, Aston Index, Phonics Screening
- Records from Pre-school or transferring school
- Information from parents

### Response to needs of pupils with SEN

1. On entry to school and reflecting upon any received records related to the Unique Child profile, each child's attainment is assessed. This helps to inform the school of the child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning as the child transfers from Pre-school to main school. The records provided help the school to design appropriate differentiated learning programmes. Liaison also takes place between pre-school and school to ensure appropriate provision already in place is continued. For pupils with identified SEN the class teacher will use the records to:
  - Provide starting points for an appropriate curriculum
  - Identify the need for support within the class
  - Assess learning difficulties
  - Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
  - Involve parents in joint home-school learning approach
2. When a pupil's needs are not being met within Wave 1 or Wave 2 intervention, s/he may:
  - Make little or no progress and be targeted to achieve at well below average levels of attainment
  - Demonstrate difficulty in developing literacy or numeracy skills
  - Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies and which impact on learning
  - Have sensory/physical problems, and make little progress despite the provision of specialist equipment
  - Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

Where a pupil's needs are not being met in these circumstances the pupil is placed on the school's **SEN register** at the stage named '**School Action**' (Stage '**A**') and Wave 3 intervention is introduced. This means an **IEP** (Individual Education Plan) will be drawn up by the class teacher, in consultation with the pupil and parents/carers which outlines the specific targets that the pupil next needs to achieve. (Wave 3 intervention applies to any child needing an IEP).

3. Where School Action is insufficient to fully meet a pupil's needs and the advice and support of external agencies is used a pupil is placed at **School Action Plus** (Stage '**P**'). Parental consent will always be sought for any additional referral of the pupil to external agencies for support.

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School Action Plus intervention will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil may:

- Still make little or no progress in specific areas over a long period
  - Continue to work at National Curriculum levels considerably lower than expected for a child of a similar age
  - Continue to experience difficulty in developing literacy/numeracy skills
  - Have emotional/behavioural problems that often substantially impede own learning or that of group, and this may be despite having an individualised behavioural management programme
  - Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
  - Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.
4. If a pupil is seen to need additional support beyond that which has already been provided through support from external agencies, the process of request for **statutory assessment** (Stage 'Q') begins. A parent or external agency might also request a statutory assessment. The school will have the following information available:
- The action followed with respect to School Action and School Action Plus
  - The pupil's IEPs
  - Records and outcomes of regular reviews undertaken
  - Information on the pupil's health and relevant medical history
  - N.C. (National Curriculum) levels where applicable
  - Literacy/Numeracy attainments
  - Other relevant assessments from specialists such as support teachers and educational psychologists
  - The views of parents
  - Where possible, the views of the child
  - Social Services/Educational Welfare Services reports
  - Any other involvement by professionals.
5. A **Statement of Special Educational Needs** (Stage 'S') will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond that which the school can offer. However the school recognises that a request for a Statutory Assessment does not inevitably lead to a statement.

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives that are set out in the Statement
- Of shorter term duration
- Established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom
- Delivered by the class teacher with appropriate support where specified.

From Stage 'A' onwards an **IEP** is drawn up which is **reviewed** at a minimum of **twice annually** with parents/carers. The progress of pupils on Stage 'P' and 'S' is also monitored externally with recommendations made by support agencies contributing to the next IEP. The LA reviews the progress of pupils on Stage 'S' annually at the **Annual Review Meeting** to which all concerned parties are invited to contribute.

### **Individual Education Plans (IEPs)**

IEPs at this school cover a maximum of five specific targets in Literacy, Numeracy, Emotional and Behavioural needs, Communication and Interaction or Pre-reading skills such as auditory and visual discrimination. Targets however can also identify support in all curriculum areas where appropriate. Class teachers using the software, IEP Writer, produce IEPs. These are monitored by the Special Educational Needs Co-ordinator (SENCO) who also uses the targets identified to assess progress of pupils and effectiveness of provision. Meetings are held twice annually with parents/carers and pupils to discuss progress and draw up a new IEP. The SENCO then retains copies of IEPs centrally. IEPs contain information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success criteria
- The outcomes recorded at the review.

### **Classroom SEN Files**

Each class has a dedicated blue SEN file containing:

- Register of pupils with SEN
- Copies of IEPs relevant to class
- Lists of pupils receiving specific Wave 3, Wave 2 or Wave 1 provision (provision 'maps')
- Relevant timetables
- Medical records

Individual blue evidence files are also maintained for each pupil in Wave 3 which provide examples of work matched to targets

### **Arrangements for co-ordinating provision (the role of the SENCO)**

The SENCO is responsible, as Named Person for SEN for

- Co-ordinating provision of SEN, including training, personnel and resources and the SEN Development Plan;
- Monitoring effectiveness of SEN, including on-going provision, IEPs and attainment of targets;
- Maintaining ongoing records electronically to provide overview of summative (end of year) progress of pupils with SEN in national, LA and school based tests and assessments
- Reporting to governors, including governor with specific responsibility for SEN, on progress of pupils with SEN;
- Liaising with external services and link schools;
- Overseeing the day-to-day operation of the policy
- Liaising with and giving advice to fellow teachers
- Managing the work of the SEN teaching assistants and monitoring the work of any learning support assistants
- Overseeing pupils' records
- Ensuring that liaison with parents/carers takes place according to requirements of Policy
- Where appropriate, liaising with parents

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- Providing information as required by the LA (Local Authority) in the bi-annual monitoring programme, including the allocation of resources from the school's devolved/delegated budget.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for pupils with SEN
- The commitment required by staff to keep the SENCO well-informed about pupils' progress
- Mechanisms that exist to allow teachers to access information about SEN pupils
- What exactly constitutes a 'level of concern' and at which point School Action is initiated
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision.

Additionally, parents are given clear guidance about the means by which they can contribute to their child's progress, and how they can provide additional information when and if required through a dedicated leaflet entitled Special Needs at Shalfleet CE Primary.

### **The role of the Governors**

Progress of pupils with SEN is reported to the Governors on a termly basis in the Standards and Achievement committee.

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for SEN pupils
- Ensuring that a 'responsible' person is identified to inform about the Statement all those identified with teaching and supporting pupils with Statements of SEN
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Annual monitoring of appropriate section of the School Profile

### **Pupils with physical disabilities (see also Disability Discrimination Policy)**

Access for pupils with physical disabilities is at present available through entrances in the newer KS2 wing. Cloakroom facilities, including a shower, are also available. All accommodation for pupils within the school is at ground floor level.

### **Pupils with an Autistic Spectrum Disorder(ASD)**

Where a pupil has ASD the school works closely with external agencies (e.g. CLASS - Curriculum, Language & ASD Support Service) to ensure that appropriate provision is being made for the pupil. Individual support is also provided using the Protective Behaviours programme. Please also refer to attached document: Working with children with an Autistic Spectrum Disorder

### **Pupils with Dyspraxia (DCD)**

Indication of Dyspraxia may be through:

- Parent/carers' concerns
- Health reports
- Difficulties with physical co-ordination
- Poor fine motor control skills

Where a child has such an indication, following consultation with parent/carers, they are included in the Leapfrog programme. This allows further assessment of their needs according to the Madeleine Portwood screening test. If this assessment shows areas of significant difficulty then a programme of daily exercises will be drawn up for the child to follow. *(The school also provides 'brain gym' as a regular part of each class' daily routine, which is also beneficial for children with DCD)* } Parent/carers will be kept informed on a regular basis and a final assessment made of the child's progress at the end of the programme. The member of staff with specific responsibility for this is Mrs Lutas, who is also assisted by Mrs Jacobs.

### **Resources including Funding**

Regular financial resources are allocated by the LA on an annual basis to support pupils with SEN. The school budget allocation (notional SEN) for 09-10 is £9,716, with an additional amount towards statement support of £5,683. Resources are targeted in the first place towards pupils with Statements, according to the provision set out in the statement and then towards pupils on Stage 'P' or 'A' and pupils requiring intervention at Wave 2 or Wave 1. Resources are mainly human in the form of additional TA support which is used to support literacy, numeracy and emotional and behavioural needs.

Provision is also made, when possible, to support pupils with medical needs such as dyspraxia, where it is seen that the medical condition has an adverse effect on learning.

Where a considerable proportion of a class has SEN additional resources are provided to support that class where budgetary constraints allow.

Resources may be in the form of staffing or supplementary schemes of work including games, workbooks and ICT. Resources are found mainly in the Library/Learning Resource Centre.

### **Practical Provision, monitoring and evaluation**

Teaching assistants are provided within both KS1 and KS2 to support learning in literacy and numeracy to individuals or small groups. This may involve working within Waves 1 & 2 of intervention as well as Wave 3, where it involves working according to the targets shown in a pupil's IEP as well as within the carefully differentiated work in class. Pupils receiving additional support may be withdrawn from their class group to work in a specific area. Lessons may be planned by the assistant but in all cases monitored by the class teacher to ensure that the objectives on the GEP or IEP are being targeted and taught.

In Y1 extra literacy support is given through the 5 minute box.. In Y3 and Y4 a further programmes of intervention are provided for pupils also just falling behind national expectations. Teachers and teaching assistants are given training through published courses, in-house staff development or through the appropriate external services agreement.

Provision for learners may also include support from specialists within class or attendance at a specialised unit off the school site.

The SENCO [currently the HT] monitors the evaluation of learning and progress made by pupils each half term through scrutiny of work completed by those pupils and also through individual data meetings with class teachers. Additionally, provision for pupils receiving Wave 2 or 3 support will be monitored through class visits by the SENCO together with scrutiny of focused weekly planning of differentiated Numeracy and Literacy activities.

### **External Agencies and organisations**

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Support for pupils with SEN may be from:

Primary Strategy Support Team (contact Thompson House)

Tutorial Unit (Thompson House)

Educational Psychologist (Thompson House)

Behaviour Support Service (Thompson House)

Communication and Interaction Service (Oak House Team)

Speech and Language (Healthcare Service & Thompson House)

Occupational Therapy and Physiotherapy (Oak House)

Hearing and Visual Impairment services (NHS)

Educational Welfare Service (Educational Welfare Assistant )

The Connexions Service

Little Explorers Pre-school

LA

Social Services

Other groups and organisations

### **Working with Parents/Carers**

The school seeks to work closely with parents/carers, giving advice verbally and through the IEPs to support the pupil's progress. Parents/carers are provided with a summary booklet about the way the school works with children with special needs. They are also advised of the Pupil Parent Partnership, an Island support group for parents of children with special needs. Information about the PPP is posted on the notice board in the Visitors Room, with brochures and pamphlets available for use. Parents/carers are advised to contact Parent Partnership (01983 825548) or e-mail at [parenpartnership@iow.gov.uk](mailto:parenpartnership@iow.gov.uk) for additional support required.

The school's complaints procedure is outlined in the school handbook. If a parent has concerns that their child is not receiving appropriate provision, complaints can be made:

1. to the class teacher
2. to the SENCO
3. to the Headteacher (where this is a different person from the SENCO).

If the complaint is not resolved it may be addressed to the Governing Body.

The SEN and Disability Tribunal (SENDIST) considers complaints about a pupil's statement and cases of disability discrimination. Advice can be found in the LA Guidance for Statutory Assessment and Statement Procedures.

### **Transferring to a new school**

SEN records are transferred when a pupil moves to a different school. The SENCO will liaise with the SENCO of the receiving school to ensure that appropriate provision can be made for that child.

This policy is reviewed annually.

**Last reviewed by the Governors: 27.11.09**

**Date of**

**Signed.....**

**SENCO / Named Person: Mrs Lisa Nicolson**

**SEN Governor: Mrs Nikki Morris**

**Responsibility: Governing Body**