



PEASEDOWN ST JOHN PRIMARY SCHOOL (Achieving Excellence for Ourselves and Others)

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Rationale

Our school commits itself to creating excellence in curriculum provision and to providing a safe and caring environment for all its pupils. As part of this, we believe in providing children with a breadth of experience to support the development of the whole child. We believe that all our children should be included in all areas of school life, enabling them to achieve their highest potential.

Purpose

- To ensure that the needs of all pupils who have SEN (at any time during their school careers) are addressed.
- To enable children with SEN to receive the greatest possible access to a broad and balanced education.
- To address the needs of children with SEN, taking into account the wishes of their parents.
- To enable children with SEN to be taught alongside their peers.
- To set high expectations, with clear targets.

Guidelines

- To ensure that children are identified and assessed as early as possible as having SEN.
- To enable children to have access to all areas of the curriculum.

The Inclusion Leader- Mrs. Jenny Tombs:

- Will ensure that the Special Needs Register is maintained and updated termly.
- Will ensure that the School Provision Map is maintained and updated at least annually.
- Following information from the LEA that a pupil has SEN, will make sure that those needs are made known to all who are likely to teach him/her.
- Will ensure that all children at School Action have a current Pupil Inclusion Plan (PIP), which will be reviewed at least annually.
- Will ensure that all children at School Action Plus and with Statements of SEN have a current Pupil Inclusion Plan (PIP), and a Target Action Plan (TAP) which will be reviewed termly.
- Will ensure that provision for children with SEN is made by the most appropriate agency.
- Will manage the provision of resources and support materials.
- Will keep essential documentation centrally (Class Teachers, TAs and Parents to be given copies).
- Will ensure that adequate provision is put in place for children with Statements of SEN, as set out in Part 3 of their statement,
- Will chair Annual Reviews of Statements of SEN and ensure that all those involved with the child are invited to attend.
- Will carry out assessments of children with SEN in order to gain more detailed information about their needs, or may refer the pupil for assessment by an external agency such as Educational Psychology as needed.
- Will gain parental consent before making any referrals to external agencies.

The Governing Body

The Governing Body sets strategies for the school and as part of this, sets a strategy for SEN.

Through their monitoring, the SEN Governor will endeavour to:

- Secure the necessary provision for any pupil who has SEN.
- Make sure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN.
- Consult the LEA, the governing bodies of other schools and, as appropriate, the Funding Authority when it seems to be necessary or desirable, in the interests of coordinated special educational provision in the area as a whole.
- Report annually to parents on the school's policy for pupils with SEN.
- Ensure that pupils with SEN have access to all the activities of the school, so far as is reasonably practical and compatible with those pupils receiving their necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

The Head teacher- Mr. David Tilling:

- Will ensure that the school's Special Needs Policy reflects legal requirements under the Code of Practice.
- Will monitor all aspects relating to the implementation/effectiveness of the Policy.
- Will ensure that, subject to financial constraints, appropriate training is available to those who require it.
- Will ensure that, subject to financial constraints, access to special educational need support (teacher expertise, material resources etc.) is available within a reasonable time scale.
- Will require access to all essential documentation held by the class teacher and Inclusion Leader.

The Class Teachers:

- Have responsibility for **all** children in their class.
- Are responsible for the identification, planning and preparation of appropriate differentiated material for all children.
- Are responsible for the maintenance of paperwork relating to the SEN of children in their class, ensuring that all children on School Action Plus and above have an up-to-date Target Action Plan and all the children on the SEN register have a Pupil Inclusion Plan.
- Are responsible for ensuring that provisions set out in Statements of SEN are adhered to.
- Hold joint responsibility with the Inclusion Leader for communicating with parents and carers, regarding special educational provision, through regular reviews.
- Will report any concerns regarding children with SEN to the Inclusion Leader.

Teaching Assistants (TAs) employed to support children with SEN:

- Have responsibility for delivering appropriate support as determined by the class teacher, to groups or individuals.
- Liaise with class teachers and Inclusion Leader as appropriate, to ensure efficient feedback on pupils' performance.
- May be required to record pupils' progress.
- May be required to have input into Target Action Plans, Pupil Inclusion Plans and Statement Reviews.
- Need to be aware of children's individual targets, as set out in the Target Action Plans.
- Will report any concerns regarding children with SEN to the class teacher and/or Inclusion Leader.

Admissions

We admit all children to our school, regardless of need, provided enough appropriate support is available or accessible. Pupils who have statements of SEN may only be admitted to the school in agreement with the LA.

Accessibility

See School Accessibility Policy and Disability Equality Scheme

Resources

We believe that all our pupils should have equal access to the curriculum and we aim to develop their abilities to their highest personal standard. In order to provide the necessary resources to facilitate this, our Governors provide, from the school's formula allocation, the funds for: -

- A designated Inclusion Leader who is non class based.
- A large team of Teaching Assistants.
- A Speech and Language Therapist from the Speech and Language Inclusion Partnership to work at our school once a week, in order to provide direct pupil work and staff training.
- Membership of the Fosse Way School SEN Network which provides termly Network meetings for the Inclusion Leader, ongoing professional support, staff training, School LBSS meetings and access to the Network resource base.
- A range of specialist resources for children and teachers to use.

Funding

Funding is allocated to and amongst SEN pupils, as detailed in the 5-stage approach (See section on Identification, Assessment and Review). Funds allocated through a child's statement of SEN are used to provide that child with extra in-class adult support, specialist teaching time and/ or materials as appropriate in order to meet the provision set out in Part 3 of the Statement.

Identification, Assessment and Review

- SEN pupils are identified during termly staff meetings led by the Inclusion Leader. During these meetings, the Inclusion Leader and Class Teachers share monitoring information and review progress made, in relation to specific targets, as listed in each child's Target Action Plan. Decisions are made on the basis of teacher's observations and any formal test results to which we have access.
- We use a range of assessment tools throughout the school to chart the progress of all children. (See Assessment Policy). For children with SEN, teachers may make more frequent checks as appropriate and the Inclusion Leader may carry out more detailed assessments as necessary.
- In addition, all children are given targets to work on in both Literacy and Numeracy, which are reviewed termly. This allows teachers, pupils and parents to track children's next steps in learning. For children with SEN, these will link with the child's current IEP targets.

Our identification, monitoring and reviewing arrangements are used to guide the progress of children with SEN through a staged procedure;

- Stage One- At this stage, class teachers register concerns. They note this and try out strategies to support the child. The Inclusion Leader is informed and may carry out some assessments. This is no longer a requirement within the new code of practice; however as a school we feel that it is still important to log these concerns.
- School Action- If a child continues to be a concern, following approximately one term at Stage One,

we write a Pupil Inclusion Plan. At our school, this means that a child will receive extra help with academic work from a teacher and/or a TA, or be placed further along our discipline procedure, receiving additional support, if they have difficulties with their behaviour. (See also Behaviour Policy)

- School Action Plus- At this stage we can ask for advice from other agencies. Such services might include;
 - ▶ Speech and Language Therapy,
 - ▶ Occupational Therapy,
 - ▶ Physiotherapy,
 - ▶ Educational Psychology,
 - ▶ Learning Support Team,
 - ▶ Paediatrics,
 - ▶ Specialist Behaviour Services,
 - ▶ Specialist teachers of children with hearing or visual impairments,
 - ▶ Advisory teachers,
 - ▶ Teachers with specialist knowledge of Information Technology for children with SEN,
 - ▶ Network Co-ordinator from Fosse Way School SEN Network.

At this stage, children continue to receive support from their class teacher and will also receive regular support from a TA. This is dependent on each child's individual circumstances and the strategies identified in the TAP to address their needs. It may be within the classroom or outside.

We would consult with the above agencies if a child continued to concern us, or did not make enough progress despite extra help. Service level agreements ensure entitlement to an agreed range of support from outside agencies and these are reviewed annually.

- School Action Plus Statutory Assessment- After seeking advice from an expert at School Action Plus, we may decide that a child is in need of a Statement of Special Educational Needs. At this stage, the Education Authority requires evidence of the current level of provision, assessment results, reports from external agencies and copies of PIPs and TAPs over time.
- Statement- If the LEA's Statutory Assessment Panel decides that a child is in need of a Statement, they will allocate a Matrix tariff based on the child's needs, which will equate to a sum of money, if the allocation is over 100 units. The school will use this money to provide additional support for the child.

At Peasedown St. John Primary School, we believe that parents should be involved at every stage in any plans to meet a child's special needs. Our Homework Policy ensures that children with SEN are given work which is appropriate to their needs and which supports their individual targets. This is done with ongoing support from the Inclusion Leader. The School's Home-School Agreement establishes common expectations for all pupils, with regard to the partnership between home and school, in supporting a pupil's educational development.

Either the class teacher, Inclusion Leader or Head teacher always follows up parental concerns about children's progress. If further action is considered to be required, then the concerns are recorded, together with any assessment information available or variations in teaching strategies being used and the pupil may be entered onto the Special Needs Register. Parents of children with special needs are invited to school each term to share their assessment of their child's progress through a review of their child's TAP. All parents are invited to school for parent, teacher consultation evenings.

All children on the SEN Register receive support and resources from the school's funding. A child with a statement of SEN will receive resources and support funded by the LEA, in addition to those provided by the school.

Curriculum and Integration

To facilitate access to a balanced curriculum, children with SEN are usually supported in class, but sometimes individuals require a different setting or type of support. We base our decisions about this on the needs of the individual child and make every attempt to ensure that any out of class provision complements the curriculum delivered to the whole class and supports the objectives of the Target Action Plan. This ensures all children are socially and academically integrated.

Teachers follow each subject scheme of work and differentiate tasks in an appropriate manner. Again, this is dependent on the needs of the individual child and might include different work tasks, questioning, resources, or level of adult support.

Where appropriate, the school also supports the re-integration of pupils returning to mainstream education from special schools. Individual support programmes drawn up by staff from the special school and our own Inclusion Leader, ensure an appropriate balance of continued support from the special school's staff and our own internal support. Normally, a pupil's Statement of SEN will be amended to reflect the provision required to enable successful integration.

Transition Arrangements

The Inclusion Leader liaises with SENCOs of partner secondary schools, to ensure a smooth transition between Key Stages. Alternative or extra arrangements for children to visit their next school or in-school visits from the secondary SENCO are part of the support offered to our children with SEN. The appropriate Secondary School SENCO is invited to all Year 5 Annual Reviews. Our Inclusion Leader forwards all relevant documentation to the appropriate secondary school SENCO at the beginning of the Term 6.

Inset/ Staff Development

The school is committed to ensuring that all staff have the appropriate skills and knowledge to perform their roles and responsibilities effectively and to the highest standards. Continual staff development in aspects of SEN is essential to ensuring best provision and relevant individual professional development.

All our TAs have received training to enable them to support pupils with SEN, some have extended this training to enable them to gain recognised GNVQ qualifications. They also have access to a support system via the network TA meetings, which occur six times a year and provide ongoing training. Teachers and TAs have also undertaken training for the delivery of RML, Early Literacy Support, Additional Literacy Support, Further Literacy Support and Springboard, in a variety of year groups.

Our Inclusion Leader attends termly Network meetings to share information, support and pursue her own professional development, as well as regularly attending other training courses run by the Local Authority.