

**Special Educational Needs
Policy Statement & Operational Guidance**



October 2014

Rationale

Recognising and responding to an individual's special educational needs is a shared responsibility. Parents, teachers, support staff, advisory staff and the child should all be involved in working together to plan provision.

Provision for children should be with peers wherever possible and be appropriately resourced.

Purpose

All children will have access to a broad and balanced curriculum. Those children that are identified as having special educational needs will have an Individual Education Programme (IEP). The child's IEP will show how the school will support the child to make progress towards reaching their potential.

Organisation

The majority of the teaching of SEN pupils takes place within mixed ability classes. For a lot of their work, children may be placed in ability groups within the classroom. All classes receive teaching assistant support. The larger proportion of this support should be targeted at SEN pupils.

Classes with Statemented children will receive additional support according to the level of need determined by the Statementing Resources Panel. Where considered appropriate, additional support for Statemented pupils may not necessarily be through direct intervention with a teaching assistant. There is some withdrawal teaching concentrating on literacy and numeracy skills.

Planning Strategies

- To identify and make provision for all special needs pupils.
- To ensure differentiation of the curriculum for SEN pupils.
- To assess and record progress which may involve formal assessment and reviews.
- To liaise with appropriate agencies as necessary.
- To inform parents of concerns at the earliest stage and involve them as fully as possible.

Staff Responsibilities

Guidance on assessment and provision for pupils with SEN is contained in appendix 1.

All teachers have a responsibility to provide for the children with special educational needs in their class. Class teachers must ensure that they keep relevant records (see appendix 2) and that they liaise with the Special Educational Needs Co-ordinator (SENCo).

The SENCo will follow the 'National Standards for Special Educational Needs Co-ordinators' as published by the Teacher Training Agency.

The named 'responsible person' is the headteacher.

The named governor with responsibility for SEN is Lara Sinclair. Under the Code of Practice of the 1993 Education Act, the LA has a duty to consult the governing body of the school before naming that school on a child's statement of SEN. In the vast majority of cases pupils are already on the roll of the named school.

Day-to-Day Organisation

Personnel

SENCo

The SENCo, Dawn Hackworthy, is a full time classroom teacher who is released for one day of her teaching timetable to carry out the role.

Class teachers

Class teachers are responsible for the daily planning, teaching and assessment of all children with SEN in their classes. They are the people who are in the best position to liaise with parents in most cases. At Marlborough Primary, it is their responsibility to inform parents if their child is on the SEN register. They can best explain the support that the child will receive in their classes and offer ways in which the parents can support their child's learning at home.

Class teachers hold and maintain up-to-date records for the SEN children in their class, kept in an orange file. These are readily available for anyone working with or discussing a particular child. The class teacher will ensure that issues of confidentiality are respected. It is important that all records for pupils that move schools are passed on to the SENCo as soon as possible for transfer.

Teaching Assistants

Teaching assistants work directly with individuals and groups under the direction of the class teacher and overseen by the SENCo.

Their contribution to the records of individual pupils is seen as a valuable input to the schools record keeping system.

The timetables of teaching assistants are jointly planned by the staff in order to target specific needs. Current timetables are available from the headteacher.

Curriculum Co-ordinators

Curriculum co-ordinators have a role in assisting the development of good practice for children with SEN in the context of their subject.

Liaison between Staff

Liaison between all staff mentioned above is vital if the provision for children with special needs is to be effective in our school.

Time will be available during the first staff meeting of each month for the SENCo to up-date staff on recent external referrals and particular difficulties in individual children which staff should be aware of. This meeting is also for staff to raise individual cases and concerns and a forum where other staff may be able to offer insights or advice.

Partnership with Parents

Parents are kept regularly informed of their child's progress once a need has been identified. The class teacher is the key person to liaise with the parents but the SENCo and/or the headteacher may be involved if necessary. Home/School links are very important in our school and where possible we shall involve parents in supporting their children at home and at school.

The Plymouth Parent Partnership Project is available to support parents of children with Special Educational Needs. Details are available from the SENCo.

At this school, parents are encouraged to bring any concerns to the attention of the child's class teacher. If concerns persist the parents may refer to the SENCo and thereafter to the headteacher. If the difficulties continue to be unresolved, the complaint may be brought before an appropriate Governors Committee. Should a parent continue to be dissatisfied, they should be reminded of the possibility of invoking the complaints procedure.

Resources

The school possesses a range of materials for identification, assessment and teaching in the area of SEN. Resources are labelled and kept in the room adjacent to the literacy resources (small ICT suite).

Record Keeping

An 'Inclusion List' is kept, and updated on a termly basis by the SENCo. This is a confidential document. It constitutes a working document and contains the following information;

- List of pupils with special educational needs.
- A copy of the school's provision map.
- Contact numbers for support groups and external agencies
- Class lists of pupils on the Code of Practice receiving any form of additional provision to support their learning.
- Summary of statistics.

The resources room houses a filing cabinet in which the following information is kept;

- blank forms for record keeping and external referrals
- general SEN info from support groups, DfEE etc.
- catalogues of SEN resources

Confidential information is kept in a locked cabinet in the school office.

All correspondence with outside agencies, including the LA for statemented children is kept in the child's folder in the SEN cabinet, in the school office.

Admission Arrangements

The admissions policy is given in the school prospectus.

Future Plans

...to monitor progress made by children with SEN .

...to use the training opportunities available to foundation staff, eg Blast and Elklan, to help with tackling the speech and language difficulties displayed by the high number of children in foundation stage.

...to continue to raise awareness of all school staff of SEN issues and to provide appropriate training.

.. teaching assistants to use Precision Instruction training for Reading and Numeracy on identified children.

Appendix 1: Guidance on Assessment and Provision for SEN Pupils

The assessment process is fourfold. It focuses on the child's learning characteristics, the learning environment that the school is providing for the child, the task and the teaching style. It should be noted that some difficulties in learning may be caused or exacerbated by the school's learning environment or adult/child relationships. This means looking carefully at such matters as classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

If a child has an identified special educational need when they start primary school, the head teacher, SEN coordinator and the child's class teacher will:

- use information arising from the child's previous education experience to provide starting points for the curricular development of the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class
- use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- involve parents in developing and implementing a joint learning approach at home and in school.

School Action

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

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- 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, 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

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher will seek the help of the SENCo. The teacher and the SENCo will consider the teacher's reasons for concern alongside any information about the child already available to the school.

To help inform the decision on the nature of the additional help that might be needed by the child through *School Action* the class teacher together with the SENCO will collect all the available information about the child and seek additional information from the parents.

The class teacher and SENCo will take the lead in the further assessment of the child's particular strengths and weaknesses; planning future support for the child in discussion with colleagues; and monitoring and subsequently reviewing the action taken. The child's class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents must always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

The information collected about the child, and details of the extra help given to them, can be incorporated in the child's individual record. The record should also include previous observations on the child made as part of the assessment and recording systems in place for all children.

School Action Plus

Schools will consult specialists when they take action on behalf of a child through *School Action Plus*. At *School Action Plus* external support services, both those provided by the LEA and by outside agencies, will advise teachers about new IEPs and fresh targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *School Action Plus* will 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 numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENCo and class teacher, together with curriculum, literacy and numeracy co-ordinators and external specialists, will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting new IEP for the child will set out fresh strategies for supporting the child's progress through provision mapping. Although developed with the help of outside specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

If the SENCo and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

The SENCo and class teacher will note on the child's IEP:

- what further advice is being sought
- the support to be provided for the child pending receipt of the advice

School referral for a statutory assessment

If the class teacher or SENCo have deeper concerns about the child, or if there is a significant lack of progress as recorded through termly assessment data, the SENCo will consult the parents and make a referral to the school's Educational Psychologist.

Where referral for a statutory assessment is made to the LEA, the child will have demonstrated significant cause for concern. Usually they will be operating at least two years below their peers or their behaviour is putting them at serious risk of exclusion.

Working with Children with Statements of Special Educational Needs

All children with statements of special educational needs will have short-term targets set. The strategies to meet these targets will be set out in an IEP. As at *School Action* and *School Action Plus* the IEP should record only that which is additional to or different from the differentiated curriculum plan.

Appendix 2: Paperwork and records to be kept by the class teacher

All class based SEN paperwork is to be kept in the orange folder. This is to be used as a working document by class teachers. In each Orange Folder will be a copy of current IEPs, records, observations and notes on each child. Additionally, any correspondence received during the term and relating to the child will also be kept in the Orange Folder. At the front of each folder will be a copy of the class page as contained in the school's Inclusion List.

Teachers are required to maintain copies of the following documents for each child who is receiving additional provision due to their experiencing Special Educational Needs.

Register of Initial Concern

A record of the child's initial concern, the date when a dialogue was opened up with parent(s) and core details about the child.

Individual Education Plan (IEP)

These are held electronically on the school's intranet server. They are up-dated termly. The SENCo will create a blank IEP for each child. This will be held in a class folder. The SENCo will support each teacher in producing IEPs until they feel confident using the system. IEPs contain the following information

- basic details about the child
- main area of concern
- details of the provision being made
- pupil and parental comments
- no more than 3 or 4 SMART targets
- review date and reviews against each target
- suggestions for work that parents might do at home to support their child's learning
- review outcome

In addition, a statemented child's IEP will contain a record of their short-term annual review targets. The teacher is strongly encouraged to ensure that provision and IEP targets support the aims of the child's statement.

Records/Observations

Some children will require more detailed records. Usually those pupils who are experiencing emotional, behavioural or social difficulties. Extreme or unusual behaviour should be recorded on a daily basis or as needed. This will serve two purposes, firstly it will act as a record of the child's difficulties. Secondly, over time, it will support the teacher in broadening their understanding of the child.