

Sandford St Martins First School

SEN Policy

September 2009

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SEN Policy

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2. Principles

Sandford St Martins First School is committed

1. to enabling ALL pupils to make progress in their learning.
2. to enabling ALL pupils to have access to the full curriculum.
3. to enabling ALL pupils to access the full range of activities offered by the school
4. to enabling ALL pupils to have the opportunity to fully develop their academic abilities, physical skills, aesthetic and spiritual qualities and all other aspects of personality and character that go to make a well balanced adult.
5. to ensuring ALL pupils enjoy their time at our school

Any pupil may have special learning needs of varying duration and severity at some time in their education.

3. Inclusion Statement

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers

4. Special Educational Needs

A pupil is deemed to have a special educational need if he or she has a learning difficulty, which calls for special educational provision to be made for them.

A pupil has a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age
- have a disability, which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at 1 or 2 above or would so do if special educational provision was not made for them
- have a social/emotional/behavioural problem, which adversely affects their learning or the learning of others around them.

(Taken from the SEN Code of Practice p6)

5. Able & Gifted Children

See Separate Policy

6. Roles and Responsibilities

The Governing Body

The Governing Body has a statutory duty to: -

1. do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
2. ensure that, where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach him or her.
3. ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.
4. consult the LA as appropriate, the Funding Authority and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
5. report annually to parents on the implementation of the school's policy for pupils with Special Educational Needs.
6. ensure that the pupil joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the effective education of other pupils in the school and the efficient use of resources. (Education Act 1996 Section 317)
7. have regard to the Code of Practice when carrying out their duties toward all pupils with Special Educational Needs. (Education Act 1996 Section 313)
8. ensure that parents are notified of a decision by the school that their pupil has Special Educational Needs. (proposed in the SEN & Disability Rights in Education Bill consultation paper.)

(taken from the SEN Code of Practice p11)

7. Roles and Responsibilities

The Special Needs Co-ordinator (SENCo)

In the absence of the school SENCo the Headteacher deals with day-to-day SEN matters as they arise.

The Key Responsibilities of the Special Educational Needs Coordinator include: -

1. overseeing the day-to-day operation of the school's SEN policy.
2. coordinating provision for pupils with Special Educational Needs.
3. liaising with and advising fellow teachers.
4. managing learning support assistants with specific SEN duties
5. overseeing the records on all pupils with Special Educational Needs, including relevant IEPs.
6. liaising with parents of pupils with Special Educational Needs.
7. advising and supporting other members of staff in the school.
8. liaising with external agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies.
9. carrying out Annual Review of statemented pupils as required by the LA
10. providing SEN information required by the Local Education Authority
11. ensuring that staff has regular access to relevant in-service training

'The role of the SENCo is key in determining the strategic development of the SEN Policy and provision in the school in order to raise the achievement of children with SEN.'

(taken from the SEN Code of Practice p50)

8. Roles and Responsibilities

The Class Teacher

The Key Responsibilities of the Class Teacher are to

- identify pupils initially with Special Educational Needs
- develop provision for those pupils.
- keep the SENCo informed of SEN pupils
- review individual pupil's progress with SENCo on a termly basis.
- report on pupil's progress to parents once a year in writing (report) and at least twice a year verbally.

Parents are however always welcome to see class teachers at the beginning or end of school to discuss any concerns they may have.

9. Parents

The involvement of parents is very important to staff at Wimborne First School, as effective assessment and provision exists when there is the greatest possible degree of partnership between parents, pupils and the school.

Parents have a responsibility therefore to:

- communicate regularly with the school and alert the school to any concerns they have about a child's learning or provision
- fulfil the obligations under home-school agreements which set out expectations on both sides.

The school will therefore:

- inform parents of concerns at the earliest opportunity
- inform parents of any action taken in support of a child at the earliest opportunity
- explain the purpose of any intervention or programme of action
- provide parents with information about the parent partnership service

Furthermore if a parent has any query regarding their pupil's progress this can be raised with the class teacher, SENCo or Head teacher. All of who would be happy to help.

Sandford St Martins First School seeks to promote a 'culture of co-operation between parents, schools and others. This is important in enabling children and young people with SEN to achieve their potential'.

10. Pupils

Sandford St Martins First School actively encourages children to be involved in the planning of their learning. They can, when appropriate be present at the IEP reviews and contribute to it. The UN Convention on the right of the child is reflected in the Code. The Code states 'All children should be involved in making decisions where possible right from the start of their education..... Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during the school years.'

At Sandford St Martins First School

- if a pupil is involved in the IEP process, then achievements can be noted and celebrated as well as any difficulties clarified and addressed. Recognition of success for all children is integral to the life of Sandford St Martins First School and successes in meeting targets in IEPs should be acknowledged
- if a pupil is involved in the statutory Annual Review process, their opinion on a range of matters regarding their education is sought through the completion of a pupil questionnaire

11. Identification, Assessment and Review Arrangements

Assessment procedures in the school will highlight any pupils whose progress is a cause for concern. These are detailed in the school's Assessment, Recording and Reporting policy.

The class teacher is responsible for all the children's progress in their class and is usually the first person to highlight any individual concerns. Occasionally, the lack of progress may be attributed to temporary circumstances in the life of the pupil and, after discussion it may be felt that no further action is required for the time being. In other cases the situation may be monitored for an agreed period of time before action is taken. Further information may be gathered during this time.

In other cases, the pupil's progress will be discussed with parents and the appropriate stage of the Code of Practice will be initiated.

Parents can also express concern to a class teacher and, after consultation; the pupil may be placed on the SEN register. The support of pupil's learning is always viewed as a partnership between home and school, and the best arrangements for each pupil occur when everyone works together and agrees on the short and long-term objectives.

Maintaining every pupil's self esteem and confidence is always a primary intention.

12. Curriculum Access and Inclusion

Sandford St Martins First School strives to be an inclusive school engendering a sense of community and belonging through its

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems of early identification
- high expectations and suitable targets for all

We actively seek to remove barriers to learning and participation that can hinder or exclude pupils with SEN. Wherever possible this support should enable the child to work with their peers in a whole class or group situation. This is to protect the child's self-esteem, to prevent social isolation and over dependence on an adult for learning success. We are committed to using what time and resources we have available to work towards achieving these goals for all pupils.

We encourage children to co-operate with other people, show tolerance for others and play a part in caring and showing thought for everyone in the school. We ensure that the children develop a pride in their work and their school and encourage positive attitudes towards school.

SEN Provision

SEN intervention follows 'a graduated response..... this recognises that there is a continuum of special education need'.

The Code of Practice identifies three levels of action:

1. School Action
2. School Action Plus
3. Statement

13. SEN Intervention – School Action

The triggers for intervention through School Action will be the teacher's or other's concern, underpinned by evidence about a pupil who, despite receiving differentiated learning opportunities:

- makes little progress even when teaching strategies are targeted particularly in a pupil's identified area of weakness. Teachers should talk through what action they have already taken with the SENCo before School Action begins
- shows signs of difficulty in developing literacy or numeracy skills. Generally, these pupils will still be a Level 1 at the end of Key Stage One, and a low Level 2 at the end of Year 4. They may be two letter grades behind their critical pathway' e.g. 1c when they should be 1a. The teacher or parent feels that this under achievement may be due to specific learning difficulty.
- presents persistent emotional or behavioural difficulties that 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 specialised equipment
- has communication or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum. The teacher will have already shown some differentiation in their planning or general practice to support this pupil

School Action will include:

- informing parents before their child is given extra or different help – special education provision. It is important to remember that 'the school has a duty to inform the child's parents that special education provision is being made for the child because the child has SEN' (Section 317a Education Act 1996)
- time for the SENCo to assess/observe the child
- calling on specialist advice if necessary

- writing Provision maps / IEPs
- the creation of smaller working groups supported by an additional adult.

14. SEN Intervention - School Action Plus

The triggers for School Action Plus will be that, despite receiving an individualised programme and/or concentrated support under School Action, the pupil:

- 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 pupils of a similar age: for example, level ' W' at the end of Key Stage One, or Level 1 during Key Stage Two. Teachers should bear in mind that some very able pupils may have specific difficulties that make activities, such as writing, very difficult. They may be achieving slightly above these levels but still need some outside professional advice or support. These pupils may need a detailed assessment, and will have a discrepancy of about two years between their underlying ability and their reading/spelling achievements. School Action can support pupils with seemingly milder specific problems;
- continues to have difficulty in developing literacy and numeracy skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme; an outside specialist will be visiting, advising and monitoring;
- 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 speech therapist would in this instance be advising and monitoring the pupil's needs.

The school will seek the advice of external support services when action is taken on behalf of a pupil through School Action Plus. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the pupil directly.

Agencies that may be consulted included the Special Education Needs Specialist Service, Education Welfare, Social Services, the School Health Service, the County Psychological Service, Behaviour Support Service, the Speech & Language Service, Poole Hospital Child Development Unit, Occupational & Physiotherapy Service or indeed any other service that may prove useful in supporting the staff and child.

The SENCo and class teacher, together with curriculum coordinators and external specialists will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of I.C.T. The resulting Provision map / IEP for the pupil will set out fresh strategies for supporting the pupil's progress, which will be, as far as possible, implemented within the normal classroom setting.

At Sandford St Martins First School we employ a variety of approaches to maximise the achievement of all pupils. It is important to remember that 'effective management, school ethos and the learning environment, curricular, pastoral and discipline arrangements can help prevent some specific educational needs arising and minimise others'

(SEN Code of Practice consultation document July 2000 Section 5.18).

15. Statutory Assessment

If, after School Action and School Action Plus, there is still no significant improvement, then a Multi-Disciplinary Assessment (MDA) may be appropriate and requested. As a result of an MDA a pupil may be issued with a statement of educational needs which is reviewed annually by all stakeholders or when a child moves schools or LA.

By the time the Head teacher considers referring a pupil for a statutory assessment, there will be written evidence of or information about: -

- the school's action through School Action and School Action Plus.
- Provision Maps / IEPs for the pupil
- records of regular reviews and their outcomes
- National Curriculum levels, standardised reading score/spelling score where relevant.
- attainments in literacy and numeracy
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals.

16. Provision Maps & Individual Education Plans

Pupils who are Statemented are given an Individual Education Plan (IEP) in order to record the strategies used to enable the pupil to make progress.

The IEP should include information about: -

- the short term targets for the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

The IEP will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all pupils.

At Sandford St Martins First School, IEP s are reviewed termly as far as possible.

Class teachers keep a copy of the current IEP in the classroom and all SEN records are kept in a cupboard in The Lair.

Pupils who are at School Action and School Action Plus are given a Provision Map in order to record the strategies being used to enable the pupil to make progress.

A Provision Map should contain information about

- the provision to be put in place
- when the provision is to be reviewed
- the outcome of the provision taken

A Provision Map will record information, which is relevant to the pupil's progress to enable him/her to make progress.

17. Admission Arrangements

Children are admitted to the school at the commencement of the school year in which they are five. They attend half days during the first autumn term. In order to ensure that transition to the school is a positive and enjoyable experience, children are invited into the school for several sessions prior to their admission. In addition, the school seeks to maintain close links with local pre-school organisations, in particular the on-site Nursery.

Sandford St Martins First School will accept children on its roll of all abilities, race and gender embracing a policy of equal opportunity. Sandford St Martins First School welcomes children from all backgrounds and abilities. Priority will however be given to those living in the catchment area if the school is full.

This policy therefore acknowledges the range of issues to be taken into account in the process of admission arrangements.

18. Allocation of Resources

Allocation of resources is dependent on the school's annual budget and the amount of money the school is allocated which is targeted for Special Needs.

The Head Teacher is responsible for the overall allocation of money and in consultation with the Governors decides the amount to be spent on staffing and physical resources. The needs of all pupils are taken into account.

The following factors are regarded as important issues when allocating resources:

1. the need to make training in SEN available to the SENCo, class teachers and assistants.
2. the need for some non-contact time for the SENCo.
3. the value of Learning Support Assistants and of smaller working groups for pupils with SEN
4. the annual objectives of the SEN policy.
5. the value of early identification and remediation practices for preventing future problems.

19. Evaluation of Practice

The criteria for evaluating the success of the school's SEN policy are:

- the SEN Governor, SENCo and Head teacher will monitor objectives specified in the SEN Development Plan set annually at the beginning of a new academic year.
- the governing body will report to parents at their annual parents' meeting on the success of the school's SEN policy, its objectives and targets and whether it has achieved the targets set for the year.

20. Complaints

Arrangements for considering complaints about SEN provision in the school.

- parents will initially discuss their concerns with the class teacher. The teacher or parent may request that the SENCo attends this meeting.
- if necessary, a formal meeting between the parents, the SENCo and/or the Head Teacher will be arranged if the initial meetings have not solved the problem.
- parents have the right to make representations to the SEN Governor who will consult with the SENCo/Head Teacher. The Chair of Governors will be kept informed of developments.
- if parents are not satisfied they may make representations to the Local Education Authority (Pupil And Parent Services) and request a formal assessment of their pupil/situation.

All parents will be made aware of the Parent Partnership Service. This is a support service available to all parents and carers of children with additional needs.

21. Links with Other Schools

Sandford St Martins First School makes every effort to contact the Head Teachers/SENCOs in a pupil's future school and to send on relevant assessment information. Good links are maintained with local Middle Schools, particularly with Sandrod middle. In these cases the relevant staff meet to discuss the needs of pupils transferring with SEN and our full assessment records are made available to the new school in order to encourage continuity.

When a pupil leaves the area, the records and Provision Map / IEPs are posted to the new school, with a contact name/number if further discussions/information is needed.

Similarly, when a new pupil joins the school every effort is made to contact their previous school, and to obtain details of any arrangements/assessments they made to meet their Special Need, if appropriate. This avoids unnecessary repetition/bureaucracy and stress on the pupil and parents.

22. Links with Outside Agencies

External support services can play an important part in helping schools identify, assess and make provision for pupils with special educational needs.

Outside agencies that **may** be consulted by Sandford St Martins First School include the SEN Specialist Services (SENS), Educational Welfare, Social Services, the School Health Service, the County Psychological Service, the Ethnic Minority Achievement Service, the Behaviour Support Services, the Hearing and Visually Impaired Service, the Speech and Language Service, Poole Hospital Child Development Unit and any other service that may prove useful in supporting staff and pupils.

Parents are consulted before the involvement of any outside agency. Parents are kept fully informed about the advice provided by such agencies.

Ethnic Minority Achievement Service

All pupils at Sandford St Martins First School identified by their parents on the census form as from an ethnic group other than White-British, are listed on the school EMAS Register. These pupils are monitored throughout their time at this school as part of the whole school tracking policy.

Pupils for whom English is an additional language are furthermore specifically monitored by the Ethnic Minority Achievement Service.

Some EMAS pupils might also appear on the SEN Register of Needs. These are pupils who have an underlying difficulty not related to their first language needs. These pupils are tracked by the SENCo in line with the SEN system of tracking.

The school notifies the Ethnic Minority Achievement Service of all pupils on the EMAS Register. These pupils are assessed; the majority requiring no further action. However, pupils whose English language development is still relatively limited are then supported by the Service. This support includes:

- monitoring of pupils' language development

- financial support for targeted interventions
- ongoing advice and guidance to staff
- opportunities for professional training

23. Glossary

AR – Annual Review

COP – Code of Practice

EMAS – Ethnic Minority Achievement Service

ICT – Information & Communications Technology

IEP – Individual Education Plan

LA – Local Education Authority

MDA – Multi-Disciplinary Assessment

SA – School Action

SAP – School Action Plus

SEN – Special Educational Needs

SENCo – Special Educational Needs Co-ordinator

TA – Teaching Assistant

LSA – Learning Support Assistants

24. Finally

This Policy will be reviewed in September 2010.

SENCO – Clare Pampin

SEN Governor – Lynette Davies

Signed

Signed