

Holley Park Primary School

Special Educational Needs Policy

1. Introduction

At Holley Park we believe that all pupils have the right to a broad and balanced curriculum including the National Curriculum.

However, most children, at some time, may experience learning difficulties and these are usually handled within the classroom situation.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they;

- ◆ Have a significantly greater difficulty in learning than the majority of children of the same age.
- ◆ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- ◆ Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There is a wide spectrum of special educational needs, which may be inter-related. The areas of need are:

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

The impact of these combinations on the child's ability to function, learn and succeed should be taken into account.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.

"All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole-school responsibility requiring a whole-school response" DfEE (2001)

Holley Park Primary School Special Educational Needs Policy

2. Aims

- a) To meet the needs of each individual child by providing relevant programmes of work whilst fulfilling the requirements of the National Curriculum.
- b) To identify and support any child who may experience learning difficulties as soon as possible.
- c) To enable all children to have the opportunity to reach their potential in all areas of the curriculum and at all stages of their education.
- d) To develop a positive school ethos, which is conducive to a caring environment in which, all children are treated equally and are given the same opportunities in all areas as their peers.
- e) To strive to promote inclusion by ensuring that so far as it is reasonably practical pupils with SEN should join in the activities of their peers as much as possible, providing that this is compatible with their special educational needs and the efficient education of the pupils with whom they are educated. (see inclusion policy and Equal Opportunities)

All staff are to be encouraged to share their knowledge and expertise to benefit all children. The Special Educational Needs Co-ordinator (SENCO) is available to discuss all aspects with teaching staff. A central bank of resources is clearly identified and regularly up-dated. (The Learning Support Service can assist with the loan of certain resources). Provision and resources are continually evaluated. Funding for resources is identified in the budget plan and reflected in the School Development Plan.

3. Working With Pupils And Parents

a) Pupil Participation

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

b) Parent Partnership

In accordance with the Code of Practice (DfEE 2001) parents will be informed of any difficulties being experienced by their child as soon as possible and following a discussion with school staff the SEN provision will be made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Holley Park Primary School Special Educational Needs Policy

4. Identification, Assessment and Provision

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Identification

This must take place as early as possible. It may be as a result of:

- i) Staff/parent/child awareness of a 'problem'
- ii) Individual records of progress in one or more areas
- iii) Evidence of development from children's work
- iv) A record of significant incidents (using the form in Appendix 1 or in class book under similar headings)
- v) Standardised tests or National Curriculum S.A.T.'s
- vi) Diagnostic tests to identify a specific difficulty.

The SENCO must be responsible for collating information and providing support for teachers in recognising signs, which may indicate an area of concern.

Concerns should be discussed between class teachers in consultation with the SENCO using available information about a child. A child may require support in all curricular areas or an individual programme of work may be needed to support a specific area. The SENCO is responsible for resourcing Special Needs and raising staff awareness through the INSET.

External Agencies

It may be necessary to seek further advice from the Learning Support Service, Educational Psychologist, School Medical Service, Speech Therapist etc., and any necessary forms completed. The Headteacher is responsible for any such referrals, in consultation with a child's parents and the class teacher.

Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- ◆ Provide starting points for the development of an appropriate curriculum.
- ◆ Identify and focus attention on action to support the child within the class.
- ◆ Use the assessment processes to identify any learning difficulties.
- ◆ Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the bases for planning the next steps of the child's learning.
- ◆ Involve parents in implementing a joint learning approach at home.

Holley Park Primary School Special Educational Needs Policy

Assessing the needs of children whose first language is not English

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there, or arise from special educational needs.

Graduated Response

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record for their work with the child including the arrangements they have already made.

The role of the SENCO

The SEN Co-ordinator's (SENCO) responsibilities include:

- ◆ Overseeing the day-to-day operation of the school's SEN policy.
- ◆ Co-ordinating provision for children with special educational needs.
- ◆ Liaising with and advising fellow teachers.
- ◆ Managing learning support assistants.
- ◆ Overseeing the records of all children with special educational needs.
- ◆ Contributing to the in-service training of staff.
- ◆ Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- ◆ To maintain an up to date resource bank.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress, which:

- ◆ Closes the attainment gap between the child and their peers.
- ◆ Prevent the attainment gap growing wider.
- ◆ Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- ◆ Matches or betters the child's previous rate of progress.
- ◆ Ensures access to the full curriculum.
- ◆ Demonstrates an improvement in self-help, social or personal skills.
- ◆ Demonstrates improvements in the child's behaviour.

Holley Park Primary School Special Educational Needs Policy

5. Policy Into Action

School Action

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to from those provided as part of the school's usual differentiated curriculum. This will be called ***School Action***. The triggers for intervention through *School Action* will be 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 mathematics 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.

In some cases outside professional from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

"The key to meeting the needs of all children lies in the teacher's ability.....to find ways of providing appropriate access to the curriculum for every child" (DfEE 2001)

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- ◆ different learning materials or special equipment
- ◆ some group or individual support
- ◆ extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- ◆ staff development and training to introduce more effective strategies
- ◆ access to LEA support services for one-off or occasional advice on strategies or equipment.

Holley Park Primary School Special Educational Needs Policy

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- ◆ the short-term targets set for the child
- ◆ the teaching strategies to be used
- ◆ the provision to be put in place
- ◆ when the plan is to be reviewed
- ◆ outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

School Action Plus

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At *School Action Plus* external support services, will usually see the child so that they can advise teachers on new IEP's with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurements of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The SEN *School Action Plus guidance* document produced by the LEA outlines how to identify children whose needs are so significant that they require *School Action Plus* provision. This can be found in the SENCO Handbook.

The triggers for *School Action Plus* will be that, despite receiving individualised 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 mathematics 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.

Holley Park Primary School Special Educational Needs Policy

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any that has been action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- ◆ 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 attainments in literacy and mathematics
- ◆ educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- ◆ views of the parents and of the child
- ◆ involvement of other professional such as health, social services or education welfare service.

Timetable of events for FSA * - Table in SENCO Handbook (Appendix 2)

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request made by the school, by a parent or through a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's educational provision through a statement.

Holley Park Primary School Special Educational Needs Policy

A statement of special education needs will include:

- ◆ the pupil's name, address and date of birth
- ◆ details of all the pupils special needs
- ◆ identify the special educational provision necessary to meet the pupil special educational needs
- ◆ identify the type and name of the school where the provision is to be made
- ◆ include relevant non-educational needs of the child
- ◆ include information on non-educational provision.

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and 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 will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provisions the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar time scales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

6. Record Keeping and Assessment

An SEN file is kept in each classroom, this contains:

1. A medical register (Appendix 3) which lists medical information such as sight, hearing, allergies and major illnesses. (This will be updated annually following teacher's 'meet the teachers meetings'.)
2. A list of all children who are currently listed on the SEN register (Appendix 3).
3. Individual sections for each child currently on the SEN register which contain their IEP's, a contact sheet noting any discussions which have occurred between Home and School (Appendix 5) and an observation sheet on which any teachers/staff involved with the child note down any important incidents or observations as they work with the child (Appendix 6).

All individuals' work must be monitored and detailed records maintained within an individual record folder and any teacher assessments noted. Evidence of achievement can be retained in child's individual suspension file with a completed slip to describe the circumstances of the

Holley Park Primary School Special Educational Needs Policy

activity. Individual records and notes should be stored in the SEN filing cabinet. In addition the school record keeping system of a child's academic progress should also be maintained.

Inclusion

"All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential". DfEE 2001 (Inclusive schooling)

The school is committed to a policy of inclusion and will actively seek to remove the barriers to learning and participation that can hinder or exclude pupils with SEN.

Evaluation

Evaluation of the effectiveness of the SEN provision and the attainment of children with SEN is constantly reviewed by the SENCO. All staff are free to make suggestions on how to improve the standard.

Appendix

1. Significant Incident Sheet
2. Timetable for F.S.A.
3. Medical Register Sheet
4. SEN Register Form
5. Contact Sheet
6. Observation Sheet

Useful Documents

SEN Code of Practice	DfEE 2001
SEN Toolkit	DfEE 2001
SEN Handbook	Sunderland LEA 2002

Teacher in Charge	Amanda Defty
Review date	Spring 2010

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