

SEN Policy

February 2015

Guiding Principles:

Thurlstone Primary School provides an inclusive, broad and balanced curriculum for all children, including those with special educational needs. The National Curriculum is our starting point for planning and delivering a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set differentiated learning challenges and respond to children's diverse learning needs.

There may be a minority of children with particular learning and assessment requirements that could create barriers to learning and progress. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during their journey through Thurlstone Primary School. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the learning needs of the child.

At Thurlstone we also believe that more able, gifted children have special educational needs and we strive to ensure the needs of these children are provided for through our 'Gifted and Talented Policy'.

Aims and Objectives:

The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum and school life;
- To enable children in the school to work towards promoting a positive self image and self worth;
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

Inclusion:

All pupils at Thurlstone School are equally valued, regardless of whether they have special educational needs. They are included into every aspect of school, such as sharing meal times, recreation times, school clubs and visits. Thurlstone Primary School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos;
- Broad and balanced curriculum for all children;
- Systems for early identification of barriers to learning and participation;
- High expectations and suitable targets for all.

Definition of Special Educational Needs:

The Special Educational Needs Code of Practice states ‘a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.’ A child may be considered as having a learning difficulty if they:

(a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders the child 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

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

This SEN Policy details how Thurlstone Primary 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. The school will strive to ensure that teachers are able to identify and provide for pupils who have special educational needs to allow them to join in the activities of the school.

The school will have regard to the Special Educational Needs Code of Practice when carrying out duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full 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 will be treated as partners and will be supported in playing an active and valued role in their child’s education.

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

The Role of the Special Educational Needs Coordinator (SENCO):

The SENCO at Thurlstone Primary School is Mr A Mynett and his responsibilities include:

- Managing the day to day operation of the SEN policy;
- Coordinating the provision for children with special educational needs;
- Liaising with and advising colleagues;

- Overseeing the records of all children with special educational needs;
- Liaising with parents of children with special educational needs;
- Contributing to the in-service training of staff;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LEA;
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Liaising with secondary school SEN Departments to ensure the effective transfer of pupils' SEN records;
- Producing a termly report to Governors on SEN within school.

The Role of the Governing Body:

The named governor responsible for special educational needs is Mr John Crowther. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure, through Headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor the success of the school's policy for children with special educational needs.

The monitoring criteria includes:

- The maintenance of accurate, up to date records by the SENCO and other staff;
- Evidence from monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);
- Value added data for pupils on the school's SEN register;
- Evidence from OFSTED inspection reports;
- School development plan.

Identification, Assessment and Provision:

Provision for children with special educational needs is a matter for the whole school. **All teachers are teachers of children with special educational needs** and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children's special educational needs, as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.

The class teacher collates evidence (work samples, teacher/Teaching Assistant (TA) reports, assessment results, etc...) and if lack of progress is evident, shares their concerns with the SENCO. The SENCO, together

with the class teacher, uses guidance from the Barnsley Education Authority SEN Handbook to decide whether it is appropriate to place the child on the SEN register and at which level of provision:

- **SEN Support**

Parents will be asked to sign a 'Parental Approval' form. The SENCO will take the lead in coordinating additional or different provision within school to enable the child to learn more effectively. The SENCO will work closely with the parents, teacher and child to ensure an appropriate intervention can be used to support the child. For all children on SEN Support, an Individual Education Plan (IEP) will be produced, outlining a specific 'outcome' which, long-term, the school wants a child to achieve. This will focus on where the child should be by the time they leave Year 6. In the short term, specific, measurable targets will be set which relate to the 'outcome' for a child. The child's progress will be carefully monitored; the 'assess, plan do, review' cycle is used to ensure the IEP is appropriate and beneficial for each child. The IEP itself will be reviewed every term. For those children whose progress continues to cause concern, the school may request support and advice from external agencies (e.g. Educational Psychologist, Speech and Language Therapist). Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies.

- **Education Health and Care Plan**

Where a request for an Education Health and Care Plan is made by the school to the LA, the child will have demonstrated significant cause for concern. The LA 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 action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEN support. This information will include:

Individual Educational Plans for the pupil;

Records of regular reviews/meetings and their outcomes;

The pupil's health, including the child's medical history where relevant;

National Curriculum assessment results (currently still 'levels' for Year 2 and 6 children and 'Milestones' for Year 1, 3, 4 and 5) – assessed at 'P' levels if necessary;

Educational and other assessments/advice from any external agencies who have been working with the child, for example, Educational Psychology, Speech and Language Therapy;

Views of the parents of the child;

Views of the child;

Involvement of other professionals such as health, social services or education welfare service.

An Education Health and Care Plan involves consideration by the Local Authority (LA), working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. The outcome of this may be that the LA does not deem it

necessary for the child to receive funded, allocated support, but needs to remain on interventions within school. Alternatively, the LA may agree that there is significant cause for concern and may award a Education Health and Care Plan. In such instances, there are three different Ranges of support into which the child may fall, Range 3 receiving the lowest amount of funding and Range 5 receiving the highest. Funding is provided by the LA for the school to use as the school sees fit for ensuring the child makes achieves/makes progress towards achieving their targets outlined in their EHCP.

An Education Health and Care Plan for children with special educational needs will include:

The pupil's name, address and date of birth;

Information about the pupil's life ambitions and opinions on their education, health and care;

Information about the child's family, non-educational professionals and educational professionals;

Details of all of the pupil's special/specific needs;

The special educational provision necessary to meet the pupil's needs;

The type and name of the school where the provision is to be made;

The child's long-term 'outcomes' and how everyone involved intends to enable the pupil to achieve them;

Relevant non-educational needs of the child.

All children with Education Health and Care Plans will have short-term targets set for them, which will be set out in an IEP and will be implemented, as far as possible, in the regular classroom setting. The delivery of the interventions will be the responsibility of the class teacher and supporting Teaching Assistant. The deployment of TAs to support these children will be the responsibility of the SENCO. The 'assess, plan, do, review' strategy will be used to decide how effective the IEP is and whether changes need to be made to it.

All Education Health and Care Plans must be reviewed annually with parents, the pupil, the LA, the school and any other professionals involved in supporting the child in order to consider whether any amendments need to be made to the description of the pupil's needs and outcome targets.

Monitoring and Evaluation:

The SENCO monitors the movement of children within the SEN system in school and the differentiation of work by class teachers for children with special educational needs.

The SENCO is involved in supporting teachers in drawing up IEPs for children and reviews the work of the school in this area.

The SENCO liaises with support staff working with children who have special educational needs, in order to monitor pupil progress.

The SENCO meets with the SEN Governor on a termly basis to evaluate pupil progress discuss any SEN issues that may arise.

The SENCO liaises with staff on a termly basis to ascertain which pupils are not making the expected rate of progress.

The class teacher in partnership with the SENCO, and where appropriate outside agencies, are responsible for implementing the 'Assess, Plan, Do, Review' strategy for monitoring children with SEN and deciding on what is going to enable them to maximise their learning potential moving forward. All interventions and strategies in place must take into account the specific educational need(s) of a child; where this is seen to not be the case, a particular intervention/strategy will be stopped and replaced with another, more suitable, one. Where an intervention/strategy is seen to be successful in developing children's learning, it will continue to be implemented and monitored to ensure that the level of challenge is always appropriate and that it continues to be useful to the child in the future.

Resources:

The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher and SENCO inform the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO confer with other staff to determine the level of SEN budgetary resources, including funding directly related to statements.

The school provides for:

- Additional learning support
- Non-contact time for SENCO
- SENCO responsibility points
- Material resources
- Assessments by the specialist teaching service
- Courses for staff

Access to the Curriculum:

All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

IEPs, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down existing levels of attainment into finely graded steps and targets we ensure that children experience success. All children currently on the old 'Statement of Special Educational Needs' or who have an Education Health and Care Plan will have an IEP in place which will be reviewed three times a year. Only children who the SENCO and class teacher feel it is appropriate for, will have an IEP.

At Thurlstone we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise the learning of pupils with special educational needs, we may ask children to work in small groups, or on a one-to-one basis, outside the classroom with TAs.

Current interventions that are used to support children both on the SEN register and at a lower level of attainment are:

- Catch Up (Literacy and Maths)
- Dyslexikit (Writing)
- Number Box (Maths)
- Cued Spelling
- Jump Ahead (Co-ordination, fine and gross motor skills)
- Time to Talk (Social Development)
- Lego Therapy (Social Development)
- Questions Game (A KS2 intervention following 'Time to Talk')
- Memory Games
- Smart/Precision Teaching (Literacy and Maths)
- Read, Write Inc.
- Additional one-to-one or small group reading/comprehension

These interventions can be run by the SENCO, the Cover Supervisors and the TAs within school. Not all interventions will necessarily be running at once; whichever is deemed most appropriate for a specific child will be implemented.

Partnership with Parents:

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education. This is particularly the case when an IEP is in place: parents will be invited to a 1:1 meeting every half term to discuss their child's development and progress, specifically around their IEP targets (old and new).

The school website contains a SEND (Special Educational Needs and Disabilities) Information Report which we encourage parents to view should they wish to seek further information.

The class teacher is the first point of call for reviewing children's (with SEN) progress. They will be best placed to update parents about the progress of their child(ren) from working with them on a daily basis. For

further advice, support or questions, our Headteacher, SENCO and SEN Governor are always willing to talk with parents.

If a parent has a complaint, they can refer to the Headteacher who will follow the school’s complaint procedure.

Partnership with Pupils:

The views of pupils being placed on the register of Special Educational Needs will be ascertained, where this is deemed appropriate by both the school and the parents. Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their IEPs and reviewing their performance.

Liaison:

The school has strong links with the local pre-school and secondary school, to support children with Special Educational Needs e.g. liaison with local Foundation Stage 1 practitioners prior to children starting school and with Penistone Grammar School at 10+ transfer.

We work with Inclusion Services as appropriate and have clear procedures for involving support services. Such contacts are made through the Headteacher or SENCO and discussions involve parents whenever possible.

The SENCO attends half-termly SENCO Briefings forging links with other SENCOs as well as receiving essential news/updates from the LA.

Signed _____ C Gibbins (Headteacher)

Date _____

Signed _____ A Mynett (SENCO)

Date _____

Signed _____ (SEN Governor)

Date _____

Next review date: February 2017 (at the latest)