

Box CE VC Primary School Special Educational Needs Policy

This policy document has been developed through consultation involving the staff and governors of Box CE Primary School. It aims to comply with Government Legislation and to reflect and comply with the information included in the DfES Code of Practice dated November 2001 on the identification and assessment of children with Special Educational Needs (SEN).

It should be read in conjunction with the following documents:

- Box C.E V.C Primary School Aims
- Assessment and Record Keeping Policy
- Able, Gifted and Talented Policy
- Equal Opportunities
- Health and Safety Policy / Procedure
- Child Protection
- Code of Practice
- Wiltshire Indicators and Provision Document

Philosophy

At Box C of E Primary School, we believe in providing every possible opportunity to develop the full potential of all children. There is a commitment to providing all children with Special Educational Needs a broad and balanced curriculum which is differentiated accordingly and includes extra-curricular activities where appropriate. All children are valued and are encouraged to take a full and active part in the life of the school. We work in close partnership with parents/carers who we believe play an active and valued role in their child's education.

Definition of Special Educational Needs

We, at Box C.E V.C Primary School, do recognise that all children have their own special needs. However, children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

This document relates specifically to those children who have significantly greater difficulty in learning than their peers. This may be throughout, or at any time during their school career. Children may have learning, emotional, behavioural, physical or social problems, or any combination of these as often one problem can often impact on another.

Special educational provision means:

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LEA, other than special schools in the area." (See section 312, Education Act 1998 in Special Educational Needs Code of Practice p.6)

Aims

- To ensure that pupils with Special Educational Needs have their needs met and make progress according to targets set.
- To identify and monitor children's individual needs from the earliest possible stage so that the appropriate provision can be made and their attainment raised.
- To monitor and evaluate the progress of pupils with SEN.
- To involve children and parents in the identification and review of the targets identified.
- To ensure that children are aware of their targets and involved in monitoring and review.
- To ensure that all who are involved with the children are aware of the procedures for identifying their needs, supporting and teaching them; and
- To work in close partnership, where appropriate with outside agencies to support the needs and provision for children who have special educational needs.

Roles and Responsibilities:

The Governing Body will:

- Endeavour to ensure that the necessary provision is made for any pupil with Special Educational Needs.
- Ensure that where the "responsible person" - the headteacher or the appropriate governor- has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have a special educational need.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Report to parents on the implementation of the school's policy for children with special educational needs.

See Section 317, Education Act 1996

- Have regard to the special educational needs Code of Practice (2001) when carrying out its duties toward all children with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Mr. Jon Stevenson is the named governor responsible for Special Educational Needs and is accountable to the governing body. He will meet on a regular basis with the inclusion manager.

The Governing Body will report annually to parents on:-

- The success of the policy.
- Any significant changes that have been made.

- How resources have been allocated.

The headteacher, along with the inclusion manager, Mr David Cook, will work closely with class teachers, managing provision for the children with Special Educational Needs and keeping the Governors fully informed.

Inclusion Manager's Role

1. Day to day operation of the SEN policy
2. Compile a SEN Register
3. Advise and support colleagues in differentiating the curriculum for children with Special Needs.
4. Work alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
5. Make time for liaison with colleagues, parents, governors and outside agencies to inform, support and advise.
6. Gain relevant information from within school or from outside agencies for a child on the SEN Register.
7. Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person.
8. Co-ordinating the range of support available to children with special educational needs.
9. In conjunction with the class teacher liaise with parents of children with special educational needs.

Arranging for Co-ordinating Provision for Children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class, such as participating in assemblies and the literacy hour. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to their individual needs. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's coordinated arrangements which appear in the provision map. A provision map details the various programmes and arrangements that we operate to meet identified needs. The inclusion manager will oversee this provision to ensure it meets the objectives of this policy.

Admission Arrangements

All children, either with or without identified Special Needs will be admitted to the School subject to the County's admission policy criteria. We strive to be a fully inclusive school. No child will be denied access because of his or her race, creed, physical ability or academic attainment. Liaison meetings will be set up and communication established with Early Years Providers, and any other agencies involved before, or as soon after, admission as possible. Where a child is transferring into the school with a statement, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met.

Disability Access (see also Appendix 2 Disability Access Plan)

We comply with the regulations in the Disability Act 2002, including and providing for the needs of children with particular physical or medical needs as far as we are reasonably able. We seek the assistance of appropriate outside agencies, acting upon advice given. A Disability Access Plan outlines strategies to address improved access over a period of time. The original school building is on two levels, but it is possible to have access to these by using external routes, although a step at the end of the corridor has to be overcome. We do have disabled lavatory provision in the extension and sloped access to the outside of all KS2 classrooms. We discuss the needs of any disabled pupil with appropriate outside agencies and parents prior to the pupil starting the school, or as the need arises, and review the provision as necessary. School staff are made aware of a pupil's disability and their needs as appropriate. Where training is needed for staff, it is provided and updated as necessary. Arrangements for this are made by the Headteacher or inclusion manager. When pupils leave the school premises for lessons, outings or visits, plans for provision are carefully considered to ensure that the pupil is included in all activities. Transport arrangements are made to consider the health and safety of both the pupil and the caring adult and discussed with parents/carers. Insulin, epipens, inhalers and other medication is labelled and looked after by a named, responsible adult for the duration of the outing.

Specialist facilities:

There are no specialist facilities or special unit in the school. David Cook is the inclusion manager in school.

Allocation of Resources:

A percentage of the school's budget is dedicated to Special Educational Needs, to be used for:

- Supply for non contact time for the inclusion manager.
- Teaching Assistants, who may be targeted to work with identified children under the guidance of the teacher in consultation with the inclusion manager.
- Books/ materials as required, (these are ordered and managed by the inclusion manager and mostly stored in the group room although available for use in classrooms.)
- In-service training will be purchased from the LA or other training providers as appropriate. The Headteacher will co-ordinate this training in consultation with the inclusion manager.

Regular financial reports to Governors keep them informed of SEN expenditure.

Parent helpers are encouraged to be used throughout the school, supporting class teachers in a range of activities.

Identification and Assessment Arrangements and Review Procedures Identification:

Initially, if a child is not progressing satisfactorily and/or there is a noticeable gap between the child and his/her peer group necessitating increased differentiation with the child's normal classroom work, the class teacher should use initial assessments from the Class teachers' Assessment Pack for children with cognitive learning difficulties to help identify the specific nature of the difficulty. The class teacher and the inclusion manager will consider information from the following sources:-

- Class records including any from other schools, which the child has attended in the previous year.

- Foundation Profile results.
- National Curriculum attainments.
- Standard test results including any of the following as appropriate:- SATs, optional QCA assessments, NFER tests in Maths , MIRA /NRA reading comprehension, Salford reading and spelling tests, Abacus maths assessments and WESforD assessments.
- Wiltshire Indicators and Provision Document.
- Reports of the child in school settings.
- Observations about the child's behaviour.
- Observations from the parent/guardian, and/or any outside agencies on:
 - The child's health and development, including medical checks.
 - The child's performance, progress and behaviour at school and at home.
 - Factors contributing to any difficulty.
- If appropriate, personal perception by the child of any difficulties and how they might be addressed.
- Any specific areas of difficulty or concern either academic or social.

The inclusion manager will create a "Record of Concern" list of children causing concern which will be kept also by the teacher and will be reviewed termly. If after continued increased differentiation, (this might include some increased adult support, use of structured resources, multi-sensory learning approaches, appropriate parental support) the class teacher considers that a child's learning difficulties are more complex or resistant to this input, socially or academically, the work will be reviewed with the inclusion manager with a view to putting the child on the School Action Stage of the Code of Practice. The Indicators and Provision Document will also be consulted. This recognises that children's needs and requirements fall into four broad areas. These are:-

- Communication & Interaction
- Cognition & Learning
- Behavioural, emotional & social development.
- Sensory &/or physical

Assessment (see also Appendix 3 on Assessments used to inform target setting)

A child's work will be assessed against the National Curriculum levels.

1. The children will undergo a Foundation Profile Assessment in Reception, the Key Stage 1 National External Standard Assessment Tests at age 7 and also the Standard Assessment Tests at 11 years of age for pupils in Key Stage 2.
Parents will be informed about the levels their child has achieved in SATs by letter.
2. Class teachers will, on a regular basis, assess the children in reading, spelling and mathematics to monitor the progress of pupils in order to set targets for future learning.
3. Assessments which are available within the school resources are:-
 - High Frequency Words
 - NFER Maths tests
 - Year 3, 4, 5 optional QCA
 - Vernon spelling tests
 - Year 4 CAT tests.
 - IRA reading comprehension (XYZ) 7-9

- New reading Analysis reading comprehension (A,B) 9-11
- Salford Reading
- Abacus maths assessments
- Ros Wilson criterion scale for writing
- Assessing Pupils' Progress materials

SEN Provision and Review Procedures:

Provision will be made through School Action, School Action Plus and Statutory Assessment as described in the SEN Code of Practice 2001. Reference will also be made to recommendations as described in the Wiltshire Indicators and Provision Document (*school action and school action plus criteria*).

School Action

Following a review of the strategies it may be necessary to make provision which is additional or different from those provided as part of the school's usual differentiated curriculum. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs
- Shows signs of difficulty in developing skills in literacy or mathematics
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour strategies used in school
- Has sensory or physical problems despite specialist equipment being provided still makes little or no progress
- Has communication and or interaction difficulties which lead them to making little or no progress
- Has needs that are similar to the examples given in the Wiltshire Indicators and Provision Document

If it is decided that a pupil should be put on School Action, then parents are consulted sensitively and in private, by either the class teacher and/or the inclusion manager, to explain the concerns, procedures and provision. With parental permission, the pupil's name is added to the SEN register and a Provision Map drawn up.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who maybe involved with the child. When we have all available information we will consider with the parents and the child the next strategy for action. This will involve negotiating and discussing a provision map with the child, parents, teacher and inclusion manager. A provision map will:

- Summarise the pupil's strengths
- Summarise the pupil's individual needs/barriers to learning.
- Highlight the additional/different provision planned.
- Involve the pupils and parents

- Describe success and exit criteria, enabling a focussed review of progress. (recorded bi termly, 3x per year)

If, after a minimum of 2 reviews at School Action over a twelve month period, the child continues to make little or no progress in relation to the targets set, or is working at national curriculum levels significantly below his/her peers, the child will be moved to School Action Plus.

School Action Plus

At School Action Plus the school is likely to contact external support services provided by the LA and other external agencies such as the Health Authority. The school will seek advice on fresh targets and strategies, or request more specialist assessments that can help us with planning provision. An I.E.P. (Individual Education Plan) will be written to reflect these new targets after consultation with these agencies, parents/carers, the child, inclusion manager and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

An Individual Education Plan will:

- Summarise the pupil's strengths
- Summarise the pupil's individual needs/barriers to learning.
- Contain baseline assessment information
- Involve the pupils and parents/carers
- Record termly targets (specific, generic, and address the pupils particular learning needs) linked to targets suggested by outside agencies or the statement if the pupil has one
- Suggest learning and teaching strategies for pupils and staff and can be focussed on action, including timescales for provision
- Describe success and exit criteria, enabling a focussed review of progress.

All IEPs are reviewed at least three times a year and targets are discussed at parents/carers' evenings and /or individual appointments.

If after at least a further 2 IEP reviews at SA+, the child still makes little or no progress in the areas targeted, the school will convene a meeting with the outside agencies involved and parents to agree to approach the LA to request a statutory assessment. This is in keeping with the guidance as laid out in the Code of Practice. Parents are continually involved throughout the process, with access to support from the County's Parent Partnership Officer, if required. Fast tracking is possible at the discretion of staff and in exceptional circumstances.

Statutory Assessment

A statutory assessment may or may not result in the LA issuing a statement of special educational need. Where a child has a statement of special educational need, annual reviews take place in school parents/carers, the child, outside agencies, Headteacher, inclusion manager and class teacher invited to attend. This is in addition to the normal termly reviews.

Monitoring:

- Co-ordinators and Head teacher review differentiation in planning and classroom observations.
- The inclusion manager has overview of the review of IEP's.
- The inclusion manager will sample SEN children's work.
- The inclusion manager will complete lesson observations.
- The inclusion manager will complete curriculum walks.
- The inclusion manager will discuss learning with SEN children.
- The SEN Governor will liaise termly with the INCLUSION MANAGER and Headteacher.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should initially attempt to resolve this with their child's teacher. If this proves unsuccessful, the matter should be referred to the inclusion manager and/ or Headteacher. Should the matter still be unresolved, the parents/carers should contact the "responsible person" on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the local authority and/or secretary of state.

Continuing Professional Development (CPD)

This will involve the inclusion manager, teachers, and support staff in order to help them work efficiently with children having special educational needs and will be linked, where appropriate, to the school's development plan. Staff who attend courses will feedback to staff meetings; the effectiveness of such training will be evaluated by the Headteacher and/ or inclusion manager.

Links and Use of Outside Agencies (see Appendix 1)

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the inclusion manager will make the necessary arrangements and inform parents and staff accordingly. These agencies normally include the local education team including the educational psychologist, learning support service, visual impairment, physical impairment, hearing impairment service, speech and language therapist, behaviour support service social services, health, and LA personnel. Any of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Educational Plans in order to ensure children's attainment is raised.

Partnership with parents/carers/children.

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making progress in the school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision making processes, including recording children's views and implementing and reviewing the provision map or IEP. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools.

- Links are maintained to ensure transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school.
- When a child transfers to another mainstream school, SEN information will be included along with other records. In addition, the inclusion manager will make personal contact with the school if the child is at SA+ or above.
- There are regular links with the local secondary schools on transfer. Secondary School INCLUSION MANAGERS and, or, staff discuss the children's needs with the class teacher during liaison visits as arranged by either school.

This policy is to be reviewed annually.

Next review: July 2011

Policy reviewed by Nicola Phillips (Inclusion manager July 2010) in consultation with the Headteacher, Staff and Governors.

July 2010

Appendices:

Appendix 1: Guidance for working with External Agencies

Appendix 2: Disability Access Plan 2003 Equality Scheme 2009

Appendix 3: Assessments used to inform provision map target setting and IEP's

Appendix 4: Provision map and I.E.P

