

Harden Primary School

Special Educational
Needs Policy

2016

Harden Primary School

Policy Statement for S.E.N.

Introduction

Our aim is to provide a broad and balanced curriculum for all children from the Foundation Stage to the end of Key Stage 2, who at any time might be in need of special educational provision with regard to their academic, emotional, physical or medical abilities.

Children have special educational needs (S.E.N.) if they have a specific learning difficulty that calls for special educational provision to be made for them.

A child has a learning difficulty if he/she:

1. Has a significantly greater difficulty in learning than the majority of children of the same age.
Or
2. Has a disability that 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 educational authority.

Rationale

- A child with special educational needs must have their needs met.
- Views from all those involved with the child should be sought and taken into account.
- Views of the child should be sought and taken into account
- School staff should report to parents on a regular basis and parents have a vital role to play in supporting their child's education.

Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation stage and the National Curriculum.

A whole school approach is in place to meet the needs of individual pupils. We aim to provide teachers with support, expertise, resources and training in order to assist them in planning and providing a relevant and differentiated curriculum for all pupils.

All school staff are responsible for Special Needs.

Aims

- To ensure identification of the special educational needs of children as early as possible.
- To ensure that pupils with SEN have access to the whole curriculum and to the social life of the school and the community as far as possible.
- To liaise with parents regularly, keeping them informed of concerns and progress and listening to their views, and the views of their children.
- To use resources in school appropriately and efficiently and to call upon outside support agencies when necessary.
- To encourage positive attitudes fostering respect and sensitivity to all children enabling them to fulfil their potential.

Objectives

- To use observation, regular reviews and assessment procedures (e.g. base line assessment, reading test, PIPs) to gather evidence and identify specific problems.
- To use the above information to help in differentiation for medium and short term planning and in Individual Educational Plans (IEPs).
- To encourage good relationships with parents as partners involving them as early as possible in discussing concerns, listening to and respecting their views about their child's provision.
- To establish resources within school to help with differentiation and specific educational needs, using a flexible and responsive approach.
- To liaise with specialist support services and to ensure that agreed targets are met.
- To continue with our programme of professional development to help share expertise and enable all staff to take part in training as needs arise.

Critical Success Factors

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- Pupils are identified and assessed at an early stage, and appropriate provision is made according to their need.
- Appropriate in-class support and appropriate interventions programmes are made available to pupils and parents with special needs.
- The views and wishes of the child will be sought.

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- Teachers, parents and all others involved with SEN pupils are informed as to their requirements and progress.
 - Professionals and parents work in partnership, taking parents views into account.
 - Liaison with external support agencies enables appropriate programmes to be implemented.
 - The school be able to demonstrate to that its provision has been effective in addressing needs identified.
 - Training for teaching staff.

Admissions

Please refer to the School's admission policy. For Reception children, for entry the beginning of the school year (September) please refer to Education Bradford's admission booklet and policy. A copy of both policies is available from the School Office.

Identification and Assessment

Good links with pre-school organisations enable us to liaise with them regarding children who may transfer with S.E.N. Early education settings plan for children through Early Years Action and Early Years Action Plus and provide Harden with records which provide a useful starting point. Other relevant documentation via the speech and language therapy departments, Area Health Authority, local psychologists and social services departments may also aid identification prior to entry to school.

The records of children transferring from other primary schools will be carefully checked to aid identification. Once children are admitted the following identification arrangements apply:

- i) The class teacher will identify any concerns using classroom observation and informal assessment.
- ii) Parents voicing a concern may highlight a particular need;
- iii) Outside agencies may bring a problem to the school's notice.
- iv) The outcome of careful teacher assessment including baseline assessment, which is implemented in the first seven weeks from point of entry into Reception, may indicate areas of concern. It can alert teachers to children who have particular difficulties, some of whom might have special needs.
- v) Progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks.

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- vi) Performance against the level descriptions within the National Curriculum at the end of a key stage.
 - vii) Evidence obtained from standardised screening.

Harden Primary recognises the importance of early identification, assessment and provision for any child who may have special educational needs. Assessment is not regarded as a single event but as a continuing process.

Provision for Children with S.E.N.

The current SEN Code of Practice sets out a model of action and intervention. The code recommends that when a child is identified as having SEN the school should intervene as described below at School Action and School Action Plus.

Triggers for Intervention at School Action

- A sudden change or unexplained performance.
- Evidence that a child has made 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 EBD needs which are not supported 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.

Triggers for Intervention at Range 3

Evidence to show that despite an individualised programme and/or support 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.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has educational and behavioural needs which substantially and regularly interfere with their 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, providing direct intervention to the pupil or advice to the staff by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Triggers for EHCP

A statutory assessment for an EHCP will be requested by the school where a child has demonstrated significant causes for concern. This is usually after strategies have been in place and programmes implemented by school and outside agencies have been unsuccessful. Parents are fully involved in discussions leading up to the decision to request statutory assessment.

Children with an EHCP will be integrated into the mainstream classroom with support and appropriate assistance.

Children with an EHCP will receive, according to their needs, the specialised support in some or all of the following ways

- i) In class support by the class teacher, working in small groups or individually according to their needs, being provided with a differentiated curriculum.
- ii) Small group or individual work with teachers, or teaching assistants following an individual programme of work. This can be delivered in class or out of class in a quiet environment.
- iii) When appropriate children working with external specialist staff.

Individual Education Plans (I.E.P.'s) will be written for children at Range 3 and for those children with an EHCP. The I.E.P. and provision maps for these children will focus on 3 or 4 individual specific measurable, achievable, relevant targets. (S.M.A.R.T.)

The I.E.P. and the provision map will be discussed with the children and the parents. It will be shared with the parents when it is first drawn up and reviewed with parents at subsequent parents meetings there after.

- Two meetings a year for children at ranges 1 and 2
- Three meetings a year for children at range 3
- Up to five meetings in a year for children with an EHCP

Success Criteria

The success criteria for the S.E.N. policy are:

- Children are correctly identified at different stages as outlined in the Code of Practice.
- A register is maintained of children with S.E.N., with stages identified.
- A record is kept of all relevant documentation relating to each child on the register.
- I.E.P.'s and provision maps are drawn up together with the class teacher, parent and child.
- Children are meeting targets drawn up in their I.E.P.
- Early school based intervention and good deployment of resources have resulted in fewer children moving to Range 3
- A record is kept of meetings with parents and outside agencies.

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- School has used the full allocation of visits from the Educational Psychologist and the Learning Support Specialist Team
 - Where outside agencies have been involved reports have been received.
 - Provision and progress is monitored and reviewed regularly.

All information pertaining to individual pupils will remain confidential, being shared only by those adults involved with the child's progress.

Roles and Responsibilities:

Governors

The governing body will, in co-operation with the head teacher:

- Determine the school's general policy and approach to provision for children with S.E.N.
- Establish the appropriate staffing and funding arrangements:
- Maintain a general oversight of the school's work.
- Ensure that the needs of SEN children are met.
- Ensure that a pupil with special educational needs joins in all activities of the school so far as it is reasonable practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of pupils with whom they are educated and the efficient use of resources.
- Nominate a named governor for SEN.
- Reasonable adjustment to physical, procedural aspects of school.

The governing body will monitor the school's work on behalf of children with special educational needs. This will normally done through SEN reports and presentations to governing body meetings, and liaison between the SENCO and SEN governor.

Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with S.E.N. She will keep the governing body fully informed and, at the same time, work closely with the school's Inclusion Manager/SENCO.

Inclusion Manager/SENCO

The Inclusion Manager/SENCO will work closely with the Head Teacher, senior leadership team and with fellow teachers who help determine the strategic development of the S.E.N. policy and provision within the whole context of our school improvement plan. She has responsibility for the day-to-day operation of the school's S.E.N. policy and co-ordinates the provision for SEN pupils.

The SENCO will liaise with parents and other professionals in respect of children with SEN.

The SENCO will ensure that relevant background information about individual children with SEN is collected recorded and up dated.

Class teachers

All class teachers have responsibility for:

- Teaching the range of pupils within their class flexibly and effectively across the curriculum areas;
- Early identification of a child with S.E.N.;
- Keeping parents informed of their child's progress, any concerns, and action to be taken and attending meetings with parents as and when appropriate;
- Informing colleagues and those concerned with the child of any information imparted by parents/guardians pertaining to the child's progress.
- Liaising with the SENCO, Teaching Assistants, (T.A.'s) pupils and parents in writing individual education plans (I.E.P.'s); for pupils at Range 3
- Liaising with T.A.'s allocated to support individual pupils in their class;
- Allocating T.A. time if appropriate from normal classroom provision to provide for children with S.E.N. in their class.

L.A.

The L.A. has responsibility to:

- Delegate appropriate additional funds to enable schools to meet SEN.
- Administer formal assessment procedures.
- Arrange for the parents of any child in their area with SEN to be provided with advice and information about matters relating to those needs.
- Take appropriate steps to make parent partnership services known to parents, headteachers, schools and others they consider appropriate.

All children at Harden Primary are involved in making decisions from the start of their education. The ways in which they are encouraged to participate will reflect the child's evolving maturity. From an early age children with SEN will be actively involved at an appropriate level in discussions about their I.E.P. including target setting and review arrangements.

They will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Teaching Assistants

T.A.s have responsibility for assisting the class teacher in the implementation of targets written in Individual Education Plans and programmes from external professionals.

Under the supervision of class teachers the TA will monitor the progress of children with SEN. They may also liaise with specialists from external agencies and with parents if appropriate.

Parents

Partnership between school and parents is important in enabling children with SEN to achieve their potential. (Parents hold key information and have a critical role to play in their child's education) Parents are involved and account is taken of their wishes, feelings and perspectives on their child's development. Parents will be given access to information, advice and support during assessment and

any related decision-making processes about special educational provisions and support groups.

It is school policy to keep parents well informed about pupil progress and to be honest and realistic in our assessment of children.

As soon as a learning difficulty has been identified parents are informed. They may be asked to consent to a medical examination of their child or to agree that additional teaching support can be initiated. It is important that the school knows who has parental responsibility for a child. Parents have a responsibility to communicate regularly with the school and alert us to any concerns they have about their child's learning or provision.

Monitoring and Evaluation

The monitoring and evaluation of S.E.N. provision is conducted as part of the school systems and structures for monitoring the quality of classroom provision and continuity and progression of the curriculum.

Complaints Procedure

Parents should approach the class teacher in the first instance followed by the Inclusion Manager and then the Head teacher if they have a concern or grievance about the way the school is providing for the special educational needs of their child. If they are still not satisfied with the school's response, they should then follow Stage 3 of the school's complaints policy - Review by the Governing Body. Complaints about the EHCP process may be referred to the LA SEN Appeal Tribunal.

For further details, please refer to the School's Complaints policy.

In-Service Training

The Inclusion Manager attends appropriate courses run by the LA or other organisations. Information and ideas are then shared with other staff members at staff meetings.

Support Services

Children's needs are assessed according to the Provision Mapping proforma. Children needing extra support at Range 3 will be referred to the appropriate support service. Support or advice may be provided by the external support service.

Transition/Transfer

If a child with SEN transfers from another school relevant information of his/her needs and provision which has been made for him/her are sent to us. The child is assessed by us and the appropriate process followed to be meet his/her requirements.

Continuity of support is essential if children are to maintain progress. In addition to the usual preparation for transfer:

- Meeting between Y6 teacher (Harden) and Y7 co-ordinator (Secondary School).
- Transfer of pupil records.
- Transfer of samples of work.
- Visit of Y6 children to secondary school.
- Visit of Y7 co-ordinator to children at Harden Primary School.
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Links with Health and Social Services Education Welfare Social Office (E.W.S.O.) and any Voluntary Organisations

The school has well established links with community health services. The EWSO can be contacted by phone.

If a child has a range of difficulties, the school would build on established relationships with the relevant outside services so that educational objectives for the child may be achieved without delay.

Other relevant School policies:

- Admission Policy
- Behaviour Policy
- Child Protection Policy
- Complaints Policy
- Policy for More Able Pupils
- Looked After Children Policy

Review Procedure

This policy will be reviewed annually, unless significant changes to the SEN Code of Practice necessitate an interim review.