



**Darite and Lanlivery
Primary Academies
including
'Little Foresters'
Pre-School**

**Special Educational Needs
Policy and Procedures**

Reviewed Annually

SEN Policy

At Darite and Lanlivery Primary Academies we are committed to ensuring that all our children learn successfully. We recognize that it is the responsibility of all staff in school to contribute to the identification and support of pupils' special needs. The implementation of clear procedures for early identification and assessment, involvement of parents, systematic action and planning, appropriate record keeping and monitoring of needs are all critical to maximizing a child's achievements.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfill his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

These wellbeing outcomes are embraced in every aspect of school life: personalized teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional wellbeing; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools, the local community and with personalized 'wraparound' health care and social service providers.

This policy is based on the Special Educational Needs Code of Practice (2001) and the outcomes from Every Child Matters (2004).

Principles

We believe that:

- All pupils including those with SEN, should be valued equally and have their needs met
- It is our responsibility to maximize the attainment and progress of all children in school
- Provision for a child with SEN should match the nature of the need
- Parents should be involved as partners throughout the process
- An inclusive education should be provided
- The views of the child should be sought and taken into account

Rationale

We have a SEN policy to ensure that:

- We work within the framework of the DFES Code of Practice for children with SEN
- There is a shared understanding of the procedures established within school for children with SEN
- Everyone is aware of their own and others' roles and responsibilities in relation to children with SEN
- Identification and provision for children with SEN is undertaken as quickly as possible
- Sufficient and appropriate support is made for children with SEN to ensure that they make measurable progress

Definition

The 1996 Education Act states that a child has Special Educational Needs if they have learning difficulty, which calls for special educational provision to be made for them.

A child has 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 them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- c) are under five and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The impact of these combinations on the child's ability to function, learn and succeed will be taken into account. The areas of need are:

1. Communication and interaction
2. cognition and learning
3. behavior, emotional and social development
4. sensory and/or physical

A child should 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. Speaking two or more languages is an asset and should not be regarded as a difficulty. Assessment in the first language should be used if there are concerns.

Curriculum

All pupils are entitled to gain access to the broad and balanced curriculum including the National Curriculum and Religious Education. To enable pupils with special needs to benefit from the curriculum we will ensure that:

- teacher's planning tasks takes account of special needs including IEP targets
- tasks/resources are matched to pupils' abilities
- time spent in withdrawal groups does not result in an unbalanced curriculum for pupils with SEN
- appropriate support is given from teachers and support staff
- pupils with SEN including those with statements are fully integrated into classroom and whole school activities

We also recognize that some difficulties in learning and/or behavior may be caused or made greater by the school's learning environment and or adult/child relationships. Therefore the SENCO and class teacher will look carefully at the following matters in order to decide whether these could be developed to enable the child to learn effectively:

- classroom organization
- teaching materials
- teaching style
- differentiation (i.e. the task)

This is referred to as four-fold assessment and the school is developing its general assessment procedures to ensure that this is taken into account.

ROLES AND RESPONSIBILITIES

WHOLE SCHOOL RESPONSIBILITY

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's Head teacher, the SENCO and all other members of staff have important day-to-day responsibilities.

All teachers are teachers of children with special educational needs.

Teaching such children is therefore a whole school responsibility.

At the heart of the work in each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities and interests of the children. The majority of children will learn and make adequate progress within these arrangements. Those children whose behavior, overall attainments or attainment in specific subjects fall significantly outside the expected range and who are not making **adequate progress**, may have special educational needs.

THE GOVERNING BODY of the school has an important statutory duty towards pupils with special educational needs. They will ensure that they:

- determine the school's general policy and approach to provision for children with SEN;
- do their best to ensure that the necessary provision is made for any pupil who has special educational needs;
- consult the LA and the governing bodies of other schools, when it seems necessary or desirable in the interest of coordinated special educational provision in the area as a whole;
- report annually to parents on the implementation of the school's policy for pupils with special educational needs;
- ensure that a pupil with SEN joins in the activities of the school together with pupils 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 and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- have regard to the code of practice (DFES 2001), when carrying out their duties towards all pupils with special educational needs;
- monitor the school's work on behalf of children with SEN;

- establish the appropriate staffing and funding arrangements;
- maintain a general oversight of the school's work;
- are fully involved in developing and monitoring the school's SEN policy;
- are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;

The school governor with responsibility for special educational needs is

THE HEAD TEACHER has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. She keeps the governing body fully informed. At the same time, the Head teacher works closely with the SENCO (a designated person responsible for coordinating the day to day provision for pupils with special educational needs at the school).

THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO) is responsible for:

- Overseeing the day to day operation of the school's SEN policy;
- Liaising with and advising fellow teachers;
- Coordinating provision for children with SEN;
- Overseeing the records of all children with SEN;
- Liaising with the parents of children with SEN;
- Managing support assistants
- Liaising with external agencies including the LA's support and educational psychology service and other support agencies, the health and social services and voluntary bodies;

CLASS TEACHERS need to be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. They are responsible for:

- The learning of all the children in their class and delivery of all National Curriculum subjects;
- Identifying children with SEN. Identifying areas of weakness which require extra attention;

- Providing the necessary levels of differentiation for the child to access the National Curriculum;
- Liaising with support staff and the SENCO;
- Writing individual education plans/behavior programmes;
- Reviewing individual plans termly in consultation with relevant parties;
- Liaising with parents of children with SEN;
- Day to day direction of support assistants working with SEN pupils;
- Contributing to school based assessment, writing reports and keeping records up to date.

SUPPORT ASSISTANTS Under the direction of the SENCO and class teacher are responsible for:

- Carrying out agreed programmes of support with individuals/groups
- Contributing to assessments and reports on pupil progress towards IEP targets
- Attending review meetings as required
- Liaising with SENCO and class teachers

PUPILS are entitled to be involved wherever possible in developing their individual targets and programme of support. We welcome and encourage their views and make every effort to ensure even the youngest children are consulted.

PARENTS/CARERS are entitled to be involved, informed and consulted about their child's SEN at all stages of the Code of Practice. We welcome parental involvement and recognise the value of such partnerships. Parents will immediately be informed by the class teacher if the school feels their child may have SEN. Parents should raise any concerns they have with their child's class teacher or the SENCO. Termly reviews of all SEN children are held and discussed with parents.

Arrangements for complaints procedures

Complaints and concerns regarding SEN provision for individual pupils should in the first instance be made to the class teacher or SENCO. Thereafter complaints will be dealt with by the Head Teacher. The SEN Governor may be contacted through the school office. Concerns regarding a statement of Special Educational Need should be addressed to the LA.

SCHOOL PROCEDURES

Identification, Assessment and Review

Darite and Lanlivery Primary School uses the three-staged model of assessment, recommended by the Code of Practice (2001). We aim to ensure that every child with SEN receives help and support at an appropriate level of intervention with the ultimate aim that concerns about the child are resolved and he/she may be removed from the register and the file closed.

Early Identification

The school will assess each child's current levels of attainment on entry and is developing mechanisms to assess preferred learning styles in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years.

Darite and Lanlivery Schools are committed to the early identification of special educational needs and progress during the reception year will be closely monitored. When children are admitted directly into other year groups information from parents and previous schools is sought and appropriate action is taken.

Graduated Response

In order to help children who have special educational needs, the schools have adopted 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. Children will progress at different rates, however the key test of the need for action is evidence that a child is not making adequate progress. Where this appears to be the case it may be necessary to use alternative approaches to facilitate/accelerate learning. This is referred to as **School Action (S.A.)**

If this intervention does not enable the child to make adequate progress then the class teacher will consult the SENCO to review the strategies that have been used and if the pupil requires help over and above that which is normally available within the particular class or subject, advice and support from external agencies may be considered. This form of intervention is referred to as **School Action Plus (S.A+)**. The key test of the need for action is evidence that the child is not making **adequate progress**.

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;
- Prevents the attainment gap growing wider;

- Is similar to that of peers starting 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 behavior.

Stage 1 (Identification, Differentiation and Monitoring)

The trigger for Stage 1 is the concern that may be expressed by any teacher within the school, a parent, a member of support staff or by another professional such as a health worker. Such a concern should normally be expressed to the child's class teacher who should liaise and consult with the child's parents.

The child's teacher will:

- Gather information about the child and make an initial assessment of the child's special educational needs and identify the child's strengths as well as their barriers to learning;
- Consult with the parent and child and the SENCO;
- Provide special help within the normal curriculum framework, exploring the four fold assessment such as ways in which increased differentiation of classroom work might better meet the needs of the individual child;
- Monitor and review the child's progress.

The SENCO will:

- Help the child's teacher to gather information and assess the child's needs when necessary;
- Advise and support, as necessary, those who teach the child.

If a child's progress is not satisfactory at stage 1, further intervention may be necessary. This triggers intervention through **School Action**, where the SENCO takes the lead in coordinating the child's special educational provision working with the child's teacher who remains responsible for working with the child in the

classroom. **School Action** may be considered when there are concerns 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
- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioral difficulties which are not ameliorated by the behavior 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.

School Action

The SENCO and the class teacher will consider all available information that has been gathered. The SENCO will decide whether to seek further advice and help to draw up an Individual Education Plan (IEP) which will, as far as possible, build on the curriculum the child is following alongside fellow pupils and should make use of programmes, activities, materials and assessment techniques readily available within the school. The plan should usually be implemented, at least in part, in the normal classroom setting and is the responsibility of the class teacher.

The IEP will set out:

- Nature of the child's learning difficulties;
- Short term Targets to be achieved in a given time;
- Strategies to be used;
- The role of the class teacher, support staff in helping the child to meet the targets;
- Help from parents at home;
- Review arrangements and date (termly).

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. Outside professionals maybe contacted with parents agreement.

The IEP will be reviewed three times a year (i.e. every term) 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.

If there are medical requirements these will be recorded separately on a Health Care Plan.

The child's parents should always be informed of the action the school proposes to take and any help they can give to their child at home. Often the most successful IEPs are those that contain targets for work at home which can be supported by parents.

Reviews

Parents should be invited to contribute to reviews, and be kept informed.

The review should focus on:

- Progress made by the child
- Effectiveness of the IEP
- Contribution made by parents at home
- Updated information and advice

School Action Plus

At this stage the class teacher and SENCo will determine whether help, advice and assessment is sought from outside agencies. This involvement may include any of the following:

Doctor
Medical staff
Psychologist
Behavioral experts
Hearing and speech experts
Any other expert deemed necessary

Parental permission must always be obtained and recorded.

The written reports will be collated and a new IREP will be drawn up. A copy of all assessment is given to and discussed with the parents. Parents are advised of ways they can support their child at home.

The IEP will set out:

- Nature of the child's learning difficulties;
- Short term Targets to be achieved in a given time;
- Strategies to be used;

- The role of the class teacher, support staff in helping the child to meet the targets;
- Help from parents at home;

On the basis of all the information and advice gathered and the views of the external specialist, the SENCO and class teacher will:

- Draw up a new IEP
- Inform parents
- Continue to monitor and review progress

The child's parents should be informed and kept up to date with developments. A child at SAP will be offered further additional support from a Support Assistant funded by the school.

As at **School Action**, reviews will be held three times a year (i.e., every term) and parents and pupil's views will be sought.

School Referral

The needs of most children having SEN should be met effectively under the school-based stages. A minority of cases will need further intervention from the LEA who may make a statutory assessment. This statutory assessment is the focus of School Referral and will be as a result of significant concerns about a child over time.

In referring a child for a statutory assessment, we will submit the following information:

- The views of the parents and, where appropriate, the child;
- Current and reviewed IEPs from SA and SA+ stages, indicating the approaches adopted, the monitoring arrangements and the outcomes;
- Evidence of the involvement and views of professionals with relevant specialist knowledge and experience e.g. medical advice, educational psychologist advice.
- Information about the child's levels of academic attainment

A panel of professionals meets fortnightly at the LEA to consider the evidence submitted. The decision to make a statutory assessment rests with them. If the LEA does not agree to issue a statement the child remains at SA+.

Statementing

If the LEA agrees to issue a statement of SEN, the school receives a statement of special educational needs. The statement of Special Educational Needs is a statutory document which is the responsibility of the LEA to produce and maintain, and determines the special provision which the child's needs call for.

A statement may recommend provision of additional behavior/learning support assistants. It may also recommend speech/language therapy, occupational therapy etc. in addition to support from within school.

The statement is subject to an Annual Review to which the pupil, their parents, any professionals involved, class teacher, etc. are invited. These reviews consider the progress and way forward for the child and if amendments to the statement are necessary (including if the statement is still needed).

The school uses the Statement to draw up an I.E.P. which is implemented in the same way as at School Action and School Action Plus.

Resources

The LEA allocates a sum to the school's budget, which the Head Teacher and Finance Committee must ensure is spent on Special Educational Needs, i.e. provision that is additional to or different from provision generally made for children of the same age. This may also on occasion be supplemented by a further sum allocated from the school budget.

Monitoring & Evaluation

What	Who	For
Short Term Planning	Head Teacher and SENCO	Differentiated work
Teaching	Head Teacher and SENCO	<ul style="list-style-type: none"> • IEPs are in use • SAs are working with targeted pupils
SEN Register & Tracking Data	Head Teacher and SENCO	<ul style="list-style-type: none"> • Progress of SEN pupils • Patterns of underachievement
IEPs	SENCO	<ul style="list-style-type: none"> • Smart targets, appropriate strategies • Parental and pupil involvement

The SENCO and Head Teacher will meet regularly in order to evaluate the implementation of the policy, considering the effectiveness of procedures. Information gathered will be noted and used to inform any necessary changes to the SEN policy, or procedures.

The SENCO will meet regularly, with the SEN Governor in order to keep her/him fully briefed. The SEN Governor will report to the whole governing body.

We will measure the success of the policy against the following criteria:

Criteria	Evidence
Staff consistently implement the policy	<ul style="list-style-type: none"> • Planning • IEPs
Pupils with SEN receive appropriate support	<ul style="list-style-type: none"> • Planning • Teaching • SA meetings • SA monitoring
Pupils at SA and SAP make sound or better progress and move to earlier stages	<ul style="list-style-type: none"> • Assessments and tracking data • Analysis of SEN register
Support is targeted effectively	<ul style="list-style-type: none"> • SAs aware of IEP targets and contribute to ongoing assessments • Pupils make sound or better progress • SA development linked to SEN register of children's needs
Parents and pupils are involved as partners throughout the process	<ul style="list-style-type: none"> • Parent's and pupils involvement is recorded on IEPs

APPENDICES

Appendix 1 – Glossary of Terms

Appendix 2 – Areas of Special Needs

Appendix 3 – Every Child Matters Outcomes

Appendix 1 - Glossary of Terms

EP

Educational Psychologist – a trained individual whose role is the application of psychological principles to teaching and learning. They provide support in assessing specific children and developing the schools strategies to increase inclusion.

EWO

Education Welfare Officer – a person employed by the LEA to help parents and LEAs meet their respective statutory obligations in relation to school attendance.

Inclusion

The principles of inclusion from “Excellence for all children. Meeting Special Educational Needs” DFEE (Oct 1997) – Inclusion is a process by which we mean not only that pupils with SEN should wherever possible receive their education in a mainstream school, but also that they should join fully with their peers in the curriculum and life of the school. I.e. SEN children should generally take part in mainstream lessons rather than being isolated in separate units however separate provision may be necessary on occasion for specific purposes, and inclusion must encompass teaching and curriculum and life of the school. I.e. SEN children should generally take part in mainstream lessons rather than being isolated in separate units however separate provision may be necessary on occasion for specific purposes, and inclusion must encompass teaching and curriculum appropriate to the child's needs. At Marshgate we are reviewing and adapting our approaches in order to achieve greater inclusion.

IEP

Individual Education Plan.

LEA

Local Education Authority

SA

Support Assistant – an assistant providing in-school support for pupils with special educational needs and/or disabilities. An SA will normally work with a particular pupil or pupils providing close support to the individual pupil and assistance to those responsible for teaching him/her.

SEN

Special Educational Needs

SENCO

Special Educational Needs Coordinator – person responsible for coordinating and overseeing the day-to-day provision of pupils with SEN.

SA

School Action

SAP

School Action Plus

Areas of Special Needs

Communication and Interaction

This includes:

- Speech and language delay/impairment or disorder
- Specific Learning Difficulties (dyslexia, dyspraxia)
- Hearing Impairment
- Autistic Spectrum
- Difficulties as a result of permanent sensory/physical impairment

Cognition and Learning

This includes:

- Moderate/severe/profound learning difficulties
- Specific Learning Difficulties (dyslexia, dyspraxia)

Behaviour, Emotional and Social Development

This includes:

- Withdrawn/isolated
- Disruptive/disturbing/hyperactive/lacking concentration
- Immature social skills
- Those presenting challenging behaviours arising from other complex needs

Sensory and Physical

This includes:

- Hearing and visual impairments
- Medical needs
- Physical impairment

Every Child Matters – Five outcomes for children and young people

Outcome	ECM descriptor	OFSTED descriptor
Being healthy	Physically, mentally and emotionally healthy; sexually healthy; healthy lifestyles; choose not to take illegal drugs; parents/carers/families promote healthy choices	Take regular exercise, including at least two hours PE and sport a week; know about and make healthy lifestyle choices; understand sexual health risks and the dangers of smoking and substance abuse; eat and drink healthily; recognise the signs of personal stress and develop strategies to manage it
Staying safe	Safe from maltreatment, neglect, violence, sexual exploitation; safe from accidental injury and death; safe from bullying and discrimination; safe from crime and anti-social behaviour in and out of school; have security, stability and are cared for; parents/carers/families provide safe homes and stability	Display concern for others and refrain from intimidating and anti-social behaviour; feel safe from bullying and discrimination; feel confident to report bullying and racist incidents; act responsibly in high-risk situations
Enjoying and achieving	Ready for school; attend and enjoy school; achieve stretching national educational standards in primary and secondary school; achieve personal and social development and enjoy recreation; parents/carers/families support learning	Have positive attitudes to education, behave well and have a good school attendance record
Making a positive contribution	Engage in decision-making and support the community and environment; engage in law-abiding and positive behaviour in and out of school; develop positive relationships and choose not to bully and discriminate; develop self-confidence and successfully deal with significant life changes and challenges; develop enterprising behaviour; parents/carers/families promote positive behaviour	Understand their legal and civil rights and responsibilities; show social responsibility, and refrain from bullying and discrimination; express their views at school and are confident their views and 'voice' will be heard; initiate and manage a range of organised activities in school and community organisations
Achieving economic and social wellbeing	Engage in further education, employment or training on leaving school; ready for employment; live in decent homes and sustainable communities; access to transport and material goods; live in households free from low income; parents/carers/families are supported to be economically active	Develop basic skills in literacy, numeracy and ICT; develop their self-confidence and team working skills; become enterprising, able to handle change, take initiative, and calculate risk when making decisions; become financially literate and gain an understanding of business and the economy and of their career options; develop knowledge and skills when they are older, related to workplace situations