



Special Educational Needs Policy.

Priory Special Educational Needs Policy.

Aims

- To ensure that all children are valued equally, regardless of their abilities and behaviours.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- Ensure that SEND pupils take a full part in all school activities.
- Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- Ensure that SEND pupils are involved in decisions affecting their future SEND provision where appropriate.

Rationale

We recognise that many pupils will have additional needs at some time during their school life. By implementing this policy we believe pupils will be helped to overcome these difficulties.

Definition of Special Educational Needs

A child has special educational needs if he or she has difficulties with learning which require support that is different from and additional to that provided through quality first teaching.

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in school;
- is under compulsory school age within the above definitions or, if special educational provision was not made for the child, would fall into the above definitions;
- have social, emotional or behavioural difficulties that act as a barrier to learning at the same rate as the majority of children of the same age.

Special education provision means:

Educational provision which is additional or otherwise different from, the educational provision made generally for children of the same age in maintained schools, other than special schools, in the area.

We will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and will ensure that parents are notified when SEND provision is being made for their child.

Inclusion

This SEND policy reinforces the need for teaching which is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Identification, Assessment and Provision

At Priory Church of England Primary School we have adopted a whole school approach to SEND policy and practice. Pupils who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school.

The SEND Code of Practice (September, 2014) makes it clear that:

- All teachers are teachers of pupils with special educational needs.
- All staff are responsible for identifying pupils with SEND and in collaboration with the SENCO (Special Educational Needs Co-ordinator) will ensure that those pupils requiring different or additional support are identified at an early stage.
- Assessment is seen as the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEND provision.

SEND Provision

The records of pupils with identified SEND will be used by the SENCO/Class teacher in order to:

- provide starting points for an appropriate curriculum;
- identify the need for support within the class;
- decide upon appropriate interventions;
- assess learning difficulties;
- make sure that ongoing observations/assessments give teachers regular feedback on a pupil's achievements/experiences and that these are used plot their next steps in learning;
- involve parents in a joint learning approach for home and school.

Early Identification

Early identification of pupils with SEND is considered a priority. To aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEND needs the school will ascertain pupil progress through reference to:

- evidence arrived at by means of teacher observation/assessment
- referring to pupil performance in relation to National Curriculum/P Level Descriptors
- standardised screening /assessment tools
- pupil progress in relation to age related expectations.

The school uses this evidence to plan additional support for pupils with SEND. This is recorded, reviewed and amended termly by the SENCO and Head teacher.

The Range of Provision Provided for Pupils with SEND

There are three main methods of provision provided for by the school, these being:

1. Quality First teaching: Full time education in classes with additional help and support being planned and provided for by class teachers through a differentiated curriculum.
2. Short periods of withdrawal to work on a specific learning programme. (1:1)
3. In class support with adult assistance in the form of a TA.

Monitoring Pupil Progress

In circumstances where teachers decide that a pupil's learning is not making sufficient progress, the SENCO is the first to be consulted. The SENCO and teacher firstly will initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the normal course of action is to provide support through Class Support (previously School Action). Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional help through Class Support. The support made for pupils at this stage will be recorded and monitored through the class RAM (Raising Achievement Map.)

Record Keeping

The school will record the steps taken to meet pupils' individual needs; the SENCO is responsible for maintaining the records and ensuring access when required. In addition to the usual school records, the SEND pupil's profile will include:

- Records from previous schools
- Information from parents

- School information on progress and behaviour.
- Pupil's own perceptions of difficulties
- Information and recommendations from health/social services and from other agencies

The SEND Code of Practice advocates a graduated response to meeting the needs of SEND pupils. When pupils are identified as having SEND the school will intervene in the manner described in Class Support (Previously School Action) and School Support (Previously School Action Plus).

Class Support. (Previously School Action)

Class support is characterised by interventions and actions that are different or additional to the normal differentiated curriculum. Class support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils continue to:

- Make little or no progress, this despite targeted teaching of weakness
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and despite the provision of specialist equipment make little progress
- Experience communication and/or interaction problems and despite experiencing a differentiated curriculum makes little or no progress

School Support. (Previously School Action Plus.)

School Support is characterized by the involvement of external services or confirmed diagnosis of need. External support services can be consulted to advise on targets for IEP and providing specialist inputs to the process. School Support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching and support within the classroom the pupil is still not making satisfactory progress. Triggers may include:

- Pupil still makes little or no progress in many, or specific areas over a long period
- Pupil continues to work at expectations considerably lower than for a child of similar age
- Pupil continues to experience difficulty in developing literacy/numeracy skills
- Pupil has emotional/behavioural problems, which often substantially impede pupil's own learning or that of the group, this despite having an individualised behaviour management programme
- Pupil has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists which is impacting on progress
- Pupil has ongoing communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

When external support services are approached they will require access to pupil's records in order to understand the strategies employed to date and targets set and achieved. The external specialist could provide specialist assessments and advice and possibly work directly with the pupil. The IEP that follows will, by necessity, incorporate specialist strategies whilst continuing to be implemented by the class teacher.

Individual Education Plans/Target plans.

Strategies used to enable the pupil to progress will be recorded in an Individual Education Plan (IEP). IEPs will consist of information about:

- Specific Short term (SMART) targets set for the pupil
- Teaching strategies employed
- The provision being made
- When the IEP is to be reviewed
- The success and, or exit criteria
- The outcomes which are recorded at review

The IEP will record only that which is different/additional to the normal differentiated curriculum and will concentrate on four or five individual targets that closely match the pupil's

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needs. The IEPs will be discussed with the pupil where appropriate and the parent. IEPs will be reviewed at least termly and parents' views on their child's progress will be sought. The school will endeavour to involve the pupil in the review process at an age appropriate level.

Parents will be informed at least termly, of the actions taken to assist the pupil and the results of such inputs through a progress review. The SENCO, in collaboration with the Class Teacher, will decide on the action required to assist pupil progress as a result of previous assessments. This action might be in the form of:

- The deployment of extra staff to work with the pupil
- Providing alternative learning materials/special equipment
- Group support
- Providing additional adult time to devise interventions and monitor their effectiveness
- Staff development/training to provide more effective strategies
- Access to LA support services for advice on strategies or equipment or staff training

Request for Combined Assessment in considering an Education and Health Care Plan. (EHC)

The school will make a request for a combined assessment to the LA when despite an individualised programme over a period of time, the child remains a significant cause for concern and meets the stated criteria. Requests for a combined assessments may also be made by the parent or through a referral by another agency. In order to carry out the Combined Assessment the school will have the following information available:

- The action followed with respects to Class Support and School Support
- The pupil's IEPs
- Records of regular reviews undertaken and the outcomes
- Information on the pupil's health and relevant medical history
- English/Maths attainment;
- Other relevant assessments from specialist i.e. Support teachers/educational psychologists
- The views of both parents and child
- Any other reports following involvement by professionals
- Social services/educational welfare service information

An Education and Health Care Plan (EHC) will normally be provided in situations where after a combined assessment the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer. The EHC issued will include details of targets set for the pupils, these will be:

- Short term in nature, established through parental/pupil consultation
- Set out in an IEP
- Implemented in the classroom setting
- Delivered by the Class Teacher or additional adult

Annual Education and Health Care Plan Review

The school will review each EHCP annually and the SENCO will invite:

- The child's parent or carer
- The relevant class teacher
- The Headteacher
- A representative of the LA if at a point of transition.
- Any other person the LA considers appropriate
- Any other person the SENCO considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to targets outlined in the EHCP;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;

- Consider the appropriateness of the existing statement in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement;
- Set new targets for the coming year when the statement is to be maintained.

The Role of SENCO

The SENCO co-ordinates the SEND provision of the school, this involves working in collaboration with the head teacher and governing body to determine the strategic development of the SEND policy. Other responsibilities include:

- Overseeing and maintaining the day-to-day operation of the SEND policy.
 - Working closely with the Assistant SENCO.
 - Coordinating the provision for pupils with SEND by ensuring children are accurately identified as having SEN and that IEPs and interventions suitably support pupils.
 - Ensuring that SEN pupils make sufficient progress.
 - Liaising and working with fellow teachers and support staff in improving SEN provision.
 - Managing the interventions the TA's are delivering to have maximum impact on pupils' progress.
 - Overseeing records of pupils with SEND.
 - Liaising with parents of pupils with SEND.
 - Making a contribution to INSET.
 - Maintaining a provision map for pupils with SEND to audit provision and ensure value for money.
 - Presenting key information to the leadership team including the Governing Body.
 - Working closely with the Governor responsible for SEND provision.
 - Liaising with external agencies, LA support services, health, social services and voluntary agencies.
- Updating the SEND Information Report.

The Role of Assistant SENCO:

Under the direction of the Head teacher/SENCO:

- Ensuring the policy/SEND Information Report and up to date information is on the website.
- Assisting with the statementing process for all pupils with Special Educational Needs.
- Supporting Teachers in writing and delivering IEP's.
- Liaising with external agencies, including SEND, Psychological Service, Health Authority, Social Services and Voluntary bodies.
- Liaising with feeder/other schools to ensure smooth transition from key stages for statemented pupils.
- Working with parents of pupils with SEN which may include some demonstration training.
- Working with and advising teachers on the teaching of pupils with SEN, as required by the SENCO.
- Liaising with Teaching Assistants regarding pastoral support for all pupils.
- Assisting in the updating and overseeing of all SEN records including the School SEN register as required by the SENCO.
- Assisting the SENCO with the management of the Schools Special Needs.

The Role of the Governing Body

The Governing Body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with a statement are fully informed of this statement

- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND pupils
- Being fully involved in developing and the subsequent review of the SEND policy
- Informing parents on the school's SEND Policy by publication on the school website

The Role of Class Teacher

The Code of Practice clearly acknowledges and emphasises the importance allocated to the teacher with regards to Special Educational Needs. The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils
- Collaborating with the SENCO to decide what action is required to assist the SEND pupil to progress
- Working with the SENCO to collect all available information on the SEND pupil
- Develop IEPs for SEND pupils, supported by the SENCO
- Working with SEND pupils on a daily basis delivering the individual programme as set out in IEP
- Directing the work of Teaching Assistants supporting SEND pupils.
- Developing positive and constructive relationships with parents.

The Role of the Head teacher

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, including SEND provision.
- Overseeing the work of the SENCO and Assistant SENCO
- Ensuring statutory requirements are met and maintained
- Ensuring that the school has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education.

Partnership with Parents

We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The school recognises the parents key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise pupils will be encouraged to participate in the decision-making processes affecting them as SEND pupils, depending on age and appropriateness. The school will make available to all parents of pupils with SEND details of the SEND Information, Advice and Support Service (previously Parent Partnership) this being available through the LA, this information is shared through the School SEN Information Report.

Admissions

The Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice.

Complaints Procedure

The school's complaints procedure is outlined on the school website and complaints policy. A copy of the complaints policy and procedure is available from the school office for parents and carers upon request and also available to download from the school website.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.

Links with external agencies/organisations

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The school recognises the important contribution that external support services provide in assisting to identify, assess and provide for SEND pupils. When it is considered necessary colleagues from a variety of support services will be involved in assisting with SEND pupils:

This policy will be reviewed annually.

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	25/11/14	EP		Changes made to reflect advice given by LB (Consultant) to AW regarding provision and monitoring of SA children via the RAM not through IEP's. To be presented to IEB on 26/11/14.
2	31/01/15	AW		Changes made to reflect new code of practice.