

Linacre Primary School

Special Educational Needs Policy

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. Children must 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.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Policy Aims

- To ensure that every child has an equal opportunity to participate in all aspects of school life, irrespective of race, gender or special need.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to all the needs of the pupils.
- To ensure all children have the opportunity to fulfil their potential in all aspects of school life.
- To raise staff awareness of the needs to differentiate work effectively and to provide regular training, coaching and development for all staff.
- To establish good home school communication.
- To involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review needs and provision termly for budgeting, planning and resourcing for SEN.

Policy Objectives

- To identify as early as possible those pupils with SEN and the nature of their needs. This will include dyslexia as a specific learning difficulty.

- To use the above identification to help staff plan intervention and support to enable all children to have access to and make progress within the curriculum.
- To maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.
- To determine any resource implications and establish whether they will be provided within school or through external sources.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To decide if specialist advice is required from outside agencies and make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEN.
- To ensure that any withdrawal support is temporary and determined by the class teacher and SENCO in accordance with the SEN Code of Practice 2001.

Procedure – Graduated Response

The SENCO is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEN is maintained and updated at least termly by the SENCO. Parents are informed of any action which the school proposes to take.

School Action (concerns)

The class teacher has overall responsibility and will:

- Identify underachieving pupils in conjunction with the Head Teacher and SENCO at termly Class Action Planning meetings.
- Plan and provide differentiated work and make use of any in class support from a Teaching Assistant (TA)
- Gather information about the pupil, and make an initial assessment of the pupil's needs in consultation with the SENCO
- In conjunction with the SENCO, plan interventions to overcome the child's barriers to learning
- Provide increased differentiation of class work exploring ways in which increased support might meet the individual needs of the pupil
- Hold regular reviews with parents and SENCO
- Monitor and review the pupil's progress

The SENCO takes the lead in co-ordinating the pupil's special educational provision, consulting the class teacher, who remains responsible for working with the pupil in the classroom.

The trigger for School Action/Concern is:

- A decision made following testing, assessment or parental concerns that shows that current differentiation of class work is not sufficient to ensure adequate progress.
- A decision by the SENCO following discussions between class teachers and parents indicate that early intervention is necessary.

The SENCO in consultation with the class teacher will:

- Review all the available information and collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice and/or support the class teacher to draw up an individual education plan. The IEP will include information about:
 - the short-term targets set for the child
 - the teaching strategies to be used
 - the provision to be put in place
 - when the plan is to be reviewed
 - outcomes (to be recorded when IEP is reviewed).
- Make arrangements for monitoring progress and set a review date
- Liaise with the class teacher to plan, organise and implement appropriate interventions

School Action Plus

The SENCO continues to take a leading role, working closely with the pupil's teacher and sharing responsibility for the pupil with external specialist services relevant to the pupil's needs.

The SENCO (in consultation with the Headteacher and class teacher) will:

- Review all the available information and contact appropriate external advisory agencies – Inclusion Consultant, Educational Psychologist.
- Consult parents and obtain their permission to submit a referral form
- Collect any additional information from any other appropriate agencies e.g. Speech and Language, Medical Practitioners, Occupational Therapists
- Decide whether to seek further advice from other agencies
- Support the class teacher to draw up an Individual Education Plan (IEP). The IEP will include information about:
 - the short-term targets set for the child
 - the teaching strategies to be used
 - the provision to be put in place
 - when the plan is to be reviewed
 - outcomes (to be recorded when IEP is reviewed).Make arrangements for monitoring progress and set a review date

The trigger for School Action Plus is:

- A decision taken at a school support review – Class Action Planning Meeting or Class Team SEN meeting - where it is shown that despite receiving individualised support under School Action, the child continues to make little progress in their area of need .
- A decision taken by all parties, including the Headteacher, that action with external support is necessary.

Statement of Special Educational Needs

In some cases the conclusion may be reached that, having taken action at School Action Plus to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore draw the pupil to the attention of the Local Education Authority (LEA) with a view to a formal assessment under the 1993 Education Act. The school will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date
- Any relevant medical information
- Where appropriate, evidence relating to Social Services involvement
- Individual education plans from school action and school action plus
- Review of each IEP indicating decisions made as a result of progress towards targets
- Evidence of involvement of outside specialists.

Once the formal assessment is completed, a statement of special education needs may or may not be issued.

Annual review of a statement of special educational needs

All statements must be reviewed at least annually with the parents; the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

The Role of the SENCO

The SENCO at Linacre Primary School is Catherine Walsh, and her responsibilities include:

- ☑ Managing the day to day operation of the SEN policy
- ☑ Coordinating the provision for children with SEN
- ☑ Liaising with and advising colleagues
- ☑ Overseeing the records of all children with SEN
- ☑ Liaising with parents of children with SEN
- ☑ Contributing to the in-service training of staff

- Managing the school based assessment and completing the documentation required by outside agencies and the LEA
- Managing a range of resources, human and material, to enable appropriate provision for children with SEN
- Liaising with secondary schools to ensure effective transfer of pupils
- Supporting teachers when writing IEP's
- Liaising with support staff who deliver the intervention programmes
- Liaising with outside agencies such as Educational Psychologist, Inclusion Consultant, Speech and Language, School Nurse, Behaviour Support Team, Occupational Therapy.

The role of the governing body

The named governor responsible for SEN is Mrs Isobel McDonald Davies. The governing body does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor the school's policy for children with SEN.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENCO and other staff
- Evidence of monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results
- Value added data for pupils on the SEN register
- Evidence from OFSTED inspection reports
- School profile
- School Development plan

Policy Success Criteria

- Pupils with SEN are thriving at school
- Increased differentiation of the curriculum is provided to meet diverse individual needs.
- Staff understand the objectives of their curriculum planning for pupils with
- Regular monitoring and reviews of individual needs is to take place with clear records kept of action taken.
- Good home/school communication is established and maintained.
- SEN Policy is regularly reviewed, updated and monitored.

This policy has been agreed by the governing body

Signed----- Date----- (SEN governor)

Signed----- Date----- (Headteacher)

Signed----- Date-----(SENCO)