

St John & James CE primary School – Policy for SEN

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1 School vision for Special Education Needs

1.1 It is our aim that:

- every child is fully included in school life, regardless of special education needs, disabilities, or any other factors that may affect their attainment or ability to feel integrated into school
- every child is a successful learner at a pace appropriate to their abilities and development (this includes those who require a faster pace of learning than their peers);
- every child has their strengths recognised and valued and their weaknesses supported, whether these be social, behavioural, physical , medical emotional or academic;
- the whole school community works together to promote individual and group success and achievement.

2 Aims of this policy

- 2.1** To comply with the special educational needs (provision of information by local education authorities) (England) regulations 2001 and publish the information as set out in the education (Special Educational Needs) (information) (England) regulations 1999 at ANNEX A.
- 2.2** To explain how the school will implement the **Special Educational Needs Code of Practice**. when carrying out its duties toward all pupils with special educational needs.
- 2.3** To define special educational needs and the school's provision for pupils with special educational needs.
- 2.4** To inform parents how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

3 Review arrangements

- 3.1** This policy will be reviewed regularly by the SENCo, SEN governor, Headteacher, Deputy Headteacher, All amendments to the policy arising from the review will need to be ratified by the governors' curriculum

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committee and the full governing body. A summary of all changes to SEN provision will be reported in the Governors Annual Report to Parents

4 Objectives for Special Educational Needs

4.1 Its our aim to:

- Ensure that teachers are trained to identify and provide for those pupils who have special educational needs.
- Ensure pupils with special educational needs have equal access to the activities of the school together with pupils who do not have special educational needs
- Develop partnerships with parents, external agencies and the in order to meet the needs of children with special educational needs;
- Develop inclusive teaching strategies;
- Develop an inclusive and fully resourced curriculum that supports best practice in special educational needs.

5 Definition of special educational needs.

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

Children have 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 that prevents or hinders them form 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;
- c) Are under compulsory school age and fail within the definitions above or would do so if social educational provision was not made for them.

5.2 Children will not be regarded as having a learning difficulty solely because the language of their home is different fro the language in which they are taught.

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- 5.3** Children will have needs and requirements which 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) Behavioural, emotional and social development
 - 4) Sensory and/or physical

6 Key principles of the school's SEN practice

6.1 Admission

- 6.1.1 Pupils with special educational needs will be admitted to the school in accordance with the requirements of the 1996 education act and the school's admissions policy and admissions criteria. When pupils with special educational needs are admitted to the school, we will appropriate support as necessary to ensure that individual needs are met.

6.2 Allocation of resources

- 6.2.1 All funding allocated to SEN (including 4% of the AWPU) is used for provision that is additional to, or otherwise different form, the educational provision made generally for children of their own age.

6.3 Special facilities and provision

- 6.3.1 The school makes every effort to ensure that pupils with a disability have full access to the curriculum, access ramps, a toilet and a shower for disabled pupils.
- 6.3.2 The school has appointed two members of the support staff to offer individual or small group support to identified children with specific needs that are on the SEN register. They support using individual programmes and group work in consultation with the SENCO and class teacher. This is in addition to the support staff who are allocated to each year group. Regular team meetings are held for support staff to liaise with the SENCo about these interventions.

6.4 Partnership with parents

- 6.4.1 We welcome discussion with parents about that way the school manages the needs of children with SEN. Parents are informed about changes to our provision in the Governors Annual Report to parents and at meetings

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for prospective parents and meetings for each year group which take place in the Autumn term.. All school policies and OFSTED reports, including the policy for Special Educational Needs, are available for parents' to inspect on request.

- 6.4.2 Partnership with parents in an essential factor in enabling children with SEN to make good progress and become successful learners. The school recognises that parents hold key information, knowledge and experience about their child. The school values the partnership with all parents and is keen to support them in playing an active role in their children's education.
- 6.4.3 Parents will be informed immediately if a teacher feels that their child may have special educational needs. In the first instant, the class teacher will arrange to share their concerns with the parent and agree a course of action. The teacher may also seek further advice from the SENCo. If the teacher considers that the child needs more help, they will invite the parents to a meeting where together they will draw up a learning support plan with strategies and targets to support the child. Then they will meet with class teacher and SENCo to review their child's progress and provision.
- 6.4.4 Parents are entitled to see all records and information held by the school regarding their child.

6.5 Involving children

- 6.5.1 Children with special educational needs have unique knowledge of their own needs and their view about what sort of help they would like to help them make the most of their education will be sought. The school will make every effort to listen to and involve even the youngest children in discussions about their needs.

6.6 The role of Special Educational Needs Co-ordinators (SENCo)

- 6.6.1 The SENCo Mrs Russell

The SENCo-coordinator (SENCo) is responsible for;

- Overseeing the day to day operation of the school's SEN policy;
- Planning with senior management and co-ordinating the development of provision for children with special educational needs;
- Liaising with and advising other teachers;

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- Liaising with and advising support staff;
- Liaising with parents in partnership with class teachers;
- Supporting teachers in assessing the needs of children
- Managing and supporting the continuing professional development of teachers, teaching assistants, (TA's) and learning support assistants (LSA's);
- Overseeing the records of all children with special educational needs;
- Liaising with external agencies including the LEA's support and educational Psychology services, health and social services, voluntary bodies.

6.7 The role of Special Educational Needs (SEN) Governor

6.7.1 The SEN Governor is responsible for;

- Working with the Headteacher and SENCo to ensure that the relevant information is reported to the governing body to enable it to fulfil its role in evaluating the effectiveness of the provision for pupil with special educational needs;
- Assisting and advising the governing body on fulfilling its SEN responsibilities.

6.8 Links with other schools

- 6.8.1 This school is committed to developing strong links with local schools and to extending the close ties developed over previous years with West Lea (Complex Needs) Special School.
- 6.8.2 The SENCo regularly attends the Enfield SENCo meetings and works closely with other SENCo's, , SENCo's in the Edmonton Action Zone and Partnership Group 1. The records of all pupils transferring to other schools will be passed on promptly to the receiving school along with any other information which would support the new placement.
- 6.8.3 The SENCo is involved with a pilot project which involves working closely with a speech therapist to set up new provision in school for those children with speech and language difficulties.
- 6.8.4 The SENCo is also on a working party to produce a protocol for dealing with issues of self harm in school.

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6.9 Links with other professionals

6.9.1 The school maintains extensive links with support agencies and other professionals and uses them for individual support and to advise teachers. Professionals involved with school include;

- Educational Psychologist
- Inclusion Support Service
- Educational Welfare Officer
- Behaviour Support Service
- Speech and Language Therapist and LEA Language Units
- School Nurse
- Blanche Neville School Advisory Teacher Service
- Joseph Clarke school for the visually impaired
- LEA Advisers
- Child and Family Services
- Social Services
- Russet House Outreach Service

6.10 Children whose first language is not English

6.10.1 The identification and assessment of Special Educational Needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects and in their home language. EMAG staff and the SENCo will support this process and use the guidance provided in the LCAS "Enabling Progress in Multilingual Classrooms" document.

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6.11 Whole school responsibility

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

6.11.2 All teachers are teachers of children with special educational needs. The school will ensure that teachers receive the appropriate training so that they can identify, assess and support effectively children with Special Educational Needs

6.12 Early identification and graduated response

6.12.1 Early identification of a child's Special Educational Needs is very important if the necessary actions are to be taken in good time. However, the need for early identification has to be balanced with an accurate understanding of what the child's needs really are if inaccurate conclusions are to be avoided. In order to maintain this balance, the school uses a graduated response.

6.12.2 Firstly, the teacher's ongoing assessment of the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Teachers may initially consult the SENCo to consider what other strategies they adopt themselves.

6.12.3 Secondly, if these strategies do not help to accelerate the child's progress, the SENCo and class teacher will review the organisation of the classroom, teaching materials, teaching styles and differentiation strategies in order to decide whether these could be changed to enable the child to learn more effectively.

6.12.4 A child will only be put on a Learning Support Plan once the teacher has tried these strategies in the classroom and they have fully discussed their concerns and the support the school has given to the parents.

6.12.5 This review may lead the teacher and parents to the conclusion that the child requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that the child is not making **adequate progress**.

6.13 Adequate progress

1.1.1 Adequate progress can be defined in a number of ways. It might be progress which:

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- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from 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 improvement in the child's behaviour.

7 Assessment and provision in the Foundation Stage

- 7.1 The school is committed to the early identification of special educational needs. Progress during Foundation Stage (Reception) will be closely monitored. In the Foundation Stage, the Early Learning Goals set out what most children will have achieved by the end of the Foundation Stage/Reception year.
- 7.2 Children will progress at different rates during the Foundation Stage. The key test of the need for action is evidence that a child is not making adequate progress as outlined above.
- 7.3 Where a child appears not to be making adequate progress then it may be necessary to use alternative approaches to support learning as outlined in 6.12. If, despite this the child does not make adequate progress, then the child will be identified as having special educational needs and additional support will be provided. This is referred to as **Early Years Action** and follows the same procedure as School Action.
- 7.4 If this intervention does not enable the child to make satisfactory progress the SENCo may need to seek advice and support from external agencies. This form of intervention is referred to as **Early Years Action Plus**.
- 7.5 The EYSI project gives additional support to small groups of children from the Reception Year group who are experiencing specific difficulty with communication and language.

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8 Assessment and Provision in Key Stages 1 and 2

- 8.1 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.
- 8.2 Where the child already has an identified special educational need, this information will be transferred to the new teacher who will use this information to:
- Provide starting points for the development of an appropriate curriculum;
 - Identify and focus attention on action to support the child and ensure adequate progress within the class;
 - Use the assessment processes to identify any barriers to learning and individual strengths;
 - Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning;
 - Involve parents in implementing a joint learning approach at home.

9 School Action

- 9.1 When a class teacher or the SENCo identifies a child with Special Educational Needs, the class teacher will use strategies that are additional to or different from those provided as part of the school's usual differentiated curriculum.
- 9.2 This will be called **School Action**. The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who makes little or no progress:
- Despite receiving the support of appropriate teaching strategies shows signs of difficulty in developing literacy or numeracy skills;
 - Present persistent emotional or behavioural difficulties which are not modified 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;

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- Has Communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a modified curriculum.

9.3 In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo will contact them with the parents' agreement. The SENCo will support the further assessment of the child, assisting in planning future support in discussion with colleagues and monitoring the action taken.

9.4 The child's class teacher will remain responsible for working with the child on daily basis and for planning and delivering an individualised programme where necessary. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

10 Nature of Intervention

10.1 The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;
- Assess to LEA support services for one-off or occasional advice on strategies or equipment;
- Some group or individual support;
- Specific programmes to support the identified need.

11 Inclusion and provision of support

11.1 It is the long term aim of the school to provide all support in the most inclusive manner available.

11.2 This means that the children with SEN should generally take part in lessons in their classroom with their peers (with group or individual support where appropriate), but separate provision may be necessary for specific

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purposes to enable the needs of all children to be met and their entitlement to an appropriate curriculum secured.

11.3 This may include:

- Small group withdrawal with the teacher, Teaching Assistant or Learning Support Assistant using individual programmes to support children's learning and to develop the skills to enable the children to fully participate in class activities;
- The re-integration of all children with SEN into all class activities with initial support to enable and encourage the children to apply the skills and independence they have developed
- The gradual reduction of support to encourage full integration.

11.4 Strategies employed to enable the child to progress will be recorded within a Learning Support Plans (LSPs).

12 Learning Support Plans (LSPs)

12.1 The LSP will include information about:

- The short-term 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 LSP is reviewed).

12.2 The LSP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four targets that match the child's needs and have been discussed with the child and the parents. The LSP will be reviewed twice a year and the parents' views on the review process and be involved in setting the targets.

13 School Action Plus

13.1 The triggers for School Action Plus will be that, despite receiving individualised support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period.

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- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class or group, despite the use of a behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

13.2 At School Action Plus, external support services will usually see the child so that they can advise teachers on new LSPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

13.3 When the school seeks the help of external support services, they will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The resulting LSP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, wherever possible and practical, in the normal classroom setting. The delivery of the strategies recorded in the LSP continues to be the responsibility of the class teacher.

14 School request for a statutory assessment

14.1 Where a child at Action Plus has demonstrated significant cause for concern a request for statutory assessment is made by the school to the LEA.

14.2 The school will provide for the LEA evidence about the child's progress over time , documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

14.3 This information may include:

- Learning Support Plans for the pupil;
- Records of regular reviews and their outcomes;
- Information about the pupils health including the child's medical history where relevant;

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- National Curriculum levels of attainment in literacy and numeracy;
- Educational and other assessments, for example from an advisory specialist, support teacher or an educational psychologist;
- Views of the parent and child;
- Involvement of other professionals such as health, social services or education welfare service;
- Other documentation as required by LEA| guidelines.

15 A Statement of Special Educational Needs

15.1 Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEAs attention as possibly requiring an assessment through a request by the school, from a parent or a referral by another agency.

15.2 Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs.

15.3 The LEA may decide that the degrees of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement.

15.4 A statement of special educational needs will include:

- The pupil's name, address and date of birth;
- Details of all the pupil's special needs;
- The special educational provision necessary to meet the pupil's special educational needs;
- The type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision.

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15.5 All children with statements of Special Educational Needs will have short-term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need. These targets will be set out in an LSP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the intervention recorded in the LSP will continue to be the responsibility of the class teacher.

16 Annual review of a statement of special educational needs

16.1 All statements must be reviewed at least annually. The school SENCo will invite the parents, the LEA, and any professionals involved, to a meeting where they will consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the statement. The feelings and opinions of the child will be sought before and after the meeting and if appropriate the child will be present. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

17 Complaints

17.1 Complaints or concerns about specific elements of the schools provision for SEN should be discussed with the class teacher who will inform the SENCo. If the matter is not satisfactorily resolved then please refer to the School's Policy for dealing with Complaints, a copy of which is held at the school's reception desk.

18 Training

18.1 As a school we are committed to furthering our knowledge and expertise of special educational needs. Through the school's professional development process, teachers, support staff, lunchtime staff are able to identify their training needs. Staffs receive training in school on a regular basis and are encouraged to attend external courses where appropriate.

19 Admission arrangements

Pupils with special educational needs will be admitted to the school in accordance with the requirements of the 1996 Education Act, the LEA admissions policy and the admissions policy of the school.

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Appendix 1

Glossary of terms

AWPU

Age Weighted Pupil Unit – The funding the school gets allocated according to the age of each pupil.

BSS

Behaviour Support Service – An advisory service that supports schools in developing provision and strategies for supporting children with managing their behaviour.

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.

EMA

Ethnic Minority Achievement – Additional provision to ensure that children from ethnic minorities are included and enabled to make adequate progress.

Foundation stage

The Foundation Stage begins when children reach the age of three and continues until the end of reception year.

INSET

In Service Training – Training for teachers that takes place in school as part of INSET days or staff meetings.

ISS

Inclusion Support Service – An advisory service that co ordinates training and support for schools particularly with reference to LSA's.

LCAS

Language and Curriculum Access Service – An advisory service that supports the planning and implementation of the effective Learning Environment which will ensure integrated language and curriculum learning. The LCAS team provides quality training for all teaching staff and specialist continuing training for EMTAG funded staff in schools. The team additionally initiate and support work which increases home/ school links with Parental and Community involvement with schools.

LEA

Local Education Authority

LSA

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Learning Support Assistant – An assistant providing in-school support for pupils with special educational needs and/or disabilities. An LSA 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.

LSP

A Learning Support Plan is drawn up with the teacher, parents and child and will include information about the short-term targets, the teaching strategies to be used and the provision to be put in place to support a child with Special Educational Needs.

Speech and language therapy

Speech and language therapy is a health care profession, the role and aim of which is to enable adults and children with speech, language and communication difficulties (and associated difficulties with eating and swallowing) to reach their maximum communication potential and achieve independence in all aspects of life.

TAs

Teaching Assistants.

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