



FERNDALE PRIMARY
SCHOOL

Special Educational Needs Policy

2014

Ferndale Primary School

Special Educational Needs Policy

Aims

In providing for children with Special Educational Needs we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2001 Code of Practice.

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum and using a variety of different teaching approaches and experiences. For those pupils who have specific needs, we endeavour to provide a specialised curriculum but maintain inclusion where appropriate.

The range of provision

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class, such as participating in assemblies and the literacy and numeracy hours. For some children it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their Individual Education Plans, and to access resources as identified on the provision map (the school's co-ordinated arrangements for SEN support). The Provision Map details all the programme arrangements the school operates to meet individual needs. Specific personalised needs may include e.g. physiotherapy, occupational therapy, speech and language therapy, toileting, phonological awareness programmes or an adapted curriculum. This will be planned by the specialist external agencies e.g. Speech and Language Therapist, Occupational Therapist or Physiotherapist and may be delivered

by Teaching Assistants and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCo will oversee this provision to ensure it meets the objectives of this policy.

English as an additional language (see EAL Policy)

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. All pupils' language development is screened using Wellcomm on commencing school. For children with EAL this will form the basis of their language support with the EAL support tutor.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

The school uses Annual tests; Assessment for Learning; Assessing Pupil Progress and Individual Learning targets to monitor progress. Where teachers decide that a pupil's learning is unsatisfactory, the SENCo is the first to be consulted. The SENCo and teacher will review the approaches adopted and share their concerns with parents/carers. Where support additional to that of normal class differentiated provision is required, it will be provided through Early Years/School Action. If, after further consideration, a more sustained level of support is needed, it would be provided through Early Years/School Action Plus. Where concerns remain despite sustained intervention, the school will consider requesting a Statutory Assessment. Parents/carers will be fully consulted at each stage. The school also recognises that parents have a right to request a Statutory Assessment.

General Learning Difficulties

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEN, the school will intervene through School Action and School Action Plus.

Identification and Assessment of Special Educational Needs

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

The 5 stage Graduated Approach:

Differentiation	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. If a child is below age related expectations at half term then they become 'Catch Up'.
Catch Up	Those that are under achieving but will make progress with some provision in/out class. They are entered on to the Monitoring Sheet (Pre-School Action), the class teacher will log any interventions and targets. If the child still makes no progress then the child becomes 'School Action' and is added to the SEN list. If the need is different from academic, then a Cause for Concern Referral Form is completed and given to the SENCO.

Early Years/School Action	A child receives additional support in class and/or in intervention groups. A provision map completed or an IEP may be written.
Early Years Action Plus/ School Action Plus	Outside agencies are consulted and support the school in allocating resources
Statemented Provision	A child receives specific support in class funded by the LA

School Action

The triggers for intervention through School Action could be the teacher's or others' concerns, underpinned by evidence, about a pupil who despite receiving differentiated learning opportunities:

- **Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;**
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not alleviated 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.
- Has been identified as Gifted or talented (See Gifted and Talented policy).

School Action Plus (EYAP)

The school's Educational Psychologist and / or any other assessing professionals should be involved in considering whether to proceed to School Action Plus.

They should be provided with up to date information about the pupil, including all previous interventions this must be in the form of three (3) IEPs (2 evaluated and 1 current).

At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the child in school if that is appropriate and practicable, so that they can advise teachers on IEP targets and accompanying strategies.

The triggers for School Action Plus:

- 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 children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's 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 by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Interventions put in place at SA have had little or no impact on learning or progress.

Progression to Statutory Assessment

If after advice from the EP or other professionals, the school and Parents consider that help is needed from outside the school's resources the SENCO completes the form requesting Statutory Assessment by the Authority.

Papers are forwarded to the Case Officer for the school, who with the Panel will decide whether to proceed with Statutory Assessment.

Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies and IEPs.

If the Panel agrees to proceed with Statutory Assessment the SENCO prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Special Educational Needs is completed.

The class teacher, in conjunction with the SENCO is then responsible for drawing up an IEP to meet the objectives set out in the Statement.

The Statement must be formally reviewed at least annually. The Annual Review is chaired by the SENCO.

Monitoring and Evaluating Provision

It is the class teacher's responsibility to monitor the progress of children in their class each half term and identify those that are 1/2 sub-levels below what is expected or those that have not made progress. These children are classed as 'Catch Up' and are entered on to the **Monitoring Sheet**. This states what the area of concern is and what the teacher intends to do to support the child. This sheet is

kept in the front of the class SEN file. These children are closely monitored and targeted by the teacher through targeted work.

If the child makes no progress or is still below expected levels after 5/6 weeks then a decision will be made, in conjunction with the SENCO, about whether the child needs to go on the SEN register at the level of School Action and a Provision Map is completed highlighting the provision strategies to be used to support this child. If there is a particular concern that the child is not making any progress then an IEP is to be written with the child and the Parents.

If the class teacher has concerns regarding a child in another area, such as sensory, behaviour or communication (See School Action Triggers), then a **Cause for Concern Referral Form** should be completed and the issue discussed with the SENCO. The SENCO is responsible, with support from the class and head teacher, in deciding whether an IEP of further action is to be taken.

Record Keeping

All intervention records will be passed to the SENCO for monitoring and archiving.

Provision Map

If a child has made little/no progress despite provision being used then an individual Provision Map needs to be completed. The Provision Map shows all the provision being used in school for each Wave of intervention. The class teacher highlights the provision to be used for that child including the initials of the staff and the timings, e.g. ELS LB 1x week. A copy is given to the SENCO and a copy goes into the class SEN file. After 2 weeks the child is assessed to see if progress is being made. If not, then the class teacher needs to judge whether the provision used is the wrong one and needs changing or if the child needs further provision in the form of an IEP. If the provision is changed then a new provision map needs to be completed and passed on to the SENCO. If extra support is needed then a decision about an IEP needs to be made with the SENCO.

Individual Education Plans

Strategies employed to enable the child to progress may be recorded within an IEP or a GEP (group education plan) which sets out targets and teaching strategies that will support the pupils making progress. These strategies and interventions are additional to those that children will receive through the normal differentiated curriculum.

IEPs should focus on up to three or four key individual targets and should include information about:

- the short term SMART targets set for or by the pupil (Specific, Measurable, Achievable, Realistic, Timed)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the IEP is reviewed)
- the views of the Parent and child

IEPs should be continually kept under review as a working document and should be shared with Support Assistants who will be working with the child.

They are reviewed termly with the child and Parents if possible. The new IEP is signed by the Parent then a copy given to them within a week. A copy of the amended and evaluated IEP or GEP is given to the SENCO along with a copy of the updated IEP within a week of the review taking place. An electronic copy of the IEP is stored in 'IEP Writer' - in the child's class and in their own file.

SEN Files

Each class has an SEN file which is accessible to all working in that class and those in charge of monitoring, i.e. SENCO and head teacher.

The SEN File includes:

- A list of children at each stage of the SEN **graduated approach**.
- Monitoring Sheet of those at Catch Up.
- A section for each child's Provision Map or IEP.
- Class List Overview
- Medical list
- Pupil Premium list (with interventions listed)
- Student Information Sheet
- Boxall targets (cove children)
- Year group provision map
- Provision grids
- IPM / IEP - current term
- IPM / IEP - by pupil (archived)
- Monitoring list (pre SA children)

These files are shared with the Support Assistants.

Individual SEN Files

Each child has their own file which is kept by the SENCO in a filing cabinet. These files contain everything that concerns that child, information from parents, information on progress and behaviour, pupil's own perceptions of difficulties (if appropriate) , information from health/social services, reports from Outside Agencies, copies of Provision Maps/ IEPs. The class teacher will be given a copy of reports as needed, which is kept the child's folder in class. SENCO held files are available for the class teacher or support staff to view should they wish to. All meetings/discussions about pupils will be logged in their records.

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools, LEAs and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for SEN including the opportunities for meetings between Parents and SENCO.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking Annual Reviews for children with Statements of SEN.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is at the Catch Up stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school are going to do to support the child and what the Parent can do to help at home.

When a child is at School Action, the Parents need to be informed that there is a concern. If the child has a provision map then the Parent should be shown it and the provision being used explained. Targets that are set should be shared with the Parent too.

If the child has an IEP then the Parent must be informed of the targets, so that the Parent knows what is expected of the child, school and Parent. From this point Parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings for those parents whose child has a statement..

Roles and Responsibilities

The Special Needs Coordinator (SENCO)

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy
- Monitoring data to identify SEN children and report back to the head teacher throughout the year during informal meeting every term and a written yearly report.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers to ensure the SEN Policy is carried out.
- Overseeing the records of all children with special educational needs.
- Liaising with Parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings, attend Planning Meetings and being available for IEP meetings as needed.
- Attending course to keep skills and knowledge up to date.
- Planning / monitoring interventions to be used in school. (provision map)
- Writing and updating the SEN policy yearly.

The role of the Foundation Stage SENCO also includes reporting back to the SENCO on a half termly basis sharing the Foundation Stage SEN list and monitoring data.

The role of the governing body

SEN Governor =

The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that Parents are notified of a decision by the school that their child has special educational needs;
- Establish an SEN policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Report on how the school's SEN policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;

- Ensure that the SEN Code of Practice is followed
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with Parents of SEN children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

The Role of the Headteacher

The responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process
- Co-ordinating the work of the teaching assistants
- Participating in TA development programmes
- Determining the pattern of work, timetable and role of the SEN Coordinator
- Dealing with queries or complaints from parents
- Liaising with the SENCO
- Liaising with the LEA with respect to policy and enactment
- Ensuring that the SEN Policy is implemented as described
- Involvement in how children with SEN are integrated within school as a whole
- Working with TAs on planning, teaching and recording pupils' progress
- Liaising with external agencies including the Educational Psychology Service and other
- Ensuring that the legal requirements of current legislation are met within the school
- Keep the Governing Body well informed about SEN within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education
- Ensure the SENCO receives training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCO sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.

Monitoring Sheet

Class: _____

Name	Year	Concern	Level	Target	Action to be taken	Comments

SEN Cause for Concern Referral Form

(Please complete this form with as much detail as possible)

Name of Pupil	Class	DoB
Form completed by		Date completed

1. Please tick which area(s) of SEN is/are of concern for this pupil

- Cognition and Learning
- Behavioural, Emotional and Social Development
- Communication and Interaction
- Sensory and/or Physical Needs

2. Briefly explain what difficulties they are experiencing in accessing the curriculum.

3. Briefly explain how you have differentiated the work for this pupil.

4. Please detail any other factors which might be relevant i.e. recent conversations with Parents.

Action taken by SENCO:

Each $\frac{1}{2}$ term the year group teachers provide the SENCo with current provision details: interventions being run, by whom, expected duration of intervention, intervention lead, and purpose of intervention, expected outcome and current level of competency for each child.

Targets for expected outcome do not need to be a NC level but may be a descriptor from a NC level e.g. for writing: Level 1 +2, the +2 would be two targets taken from the Ross Wilson marking criteria, this can then be assessed at the end of the intervention to evaluate its effectiveness.

For reading, use the AFS information.

For Numeracy: awaiting information from subject leaders

For reading HFW it may be how many words can be read in 2 minutes.

Etc.

Calendar

Sept:	Provision map for year group drawn up and given to SENCo.
October:	Review any children on Monitoring sheet ? transfer to SEN register IEPs reviewed and updated. Data (input levels onto SIMs)
November:	Assessment meetings Provision meetings
December:	
January:	
February:	
March	

