



St Monica Primary School

Special Educational Need Disability Policy

Policy Statement and Guidelines

Policy Date – Autumn 2014

Policy: Special Needs

We believe that, *"The aims of the educational process are the same for all, but some children require different types and levels of support at different times. Their entitlement to the highest quality education and full access to a balanced and broadly based curriculum, including the NC and extra-curricular activities, remains unaltered by their need for such support"*

"A child has a special educational need if he/she has a learning difficulty which calls for special educational provision to be made for him/her."

At St Monica Primary School we define a special needs child disability as:

- He/she has a significantly greater difficulty in learning than the majority of children his/her age
- He/she has a disability which prevents or hinders him/her from making use of education facilities for children of his/her age

We believe that:

- All children should be valued equally
- All pupils can learn and make progress
- All teachers are teachers of children with Special Educational Needs Disability (SEND)

This policy is intended to show the procedures necessary for identifying and providing for children with SEND in this school, the people to whom referral is made and the support which is available. It is integral to other school policies including Assessment, Behaviour, Equal Opportunities, Multicultural, Teaching and Learning, Admissions and all curriculum guidelines.

Special Needs Statements are rare and will only be prepared in extreme cases. The school partially funds SEND children from its delegated SEND budget. This budget is determined by a countrywide Special Needs Audit in the Autumn Term. The Governing Body tops up this budget in order to provide additional Teaching Assistants (TA's) and other support.

We aim to:

- Provide quality first teaching for all children, including those with Special Educational Needs.
- Identify and assess all pupils with SEND as early as possible
- Provide appropriate support and prepare suitable programmes of work structured to each child's needs with the relevant resources
- Provide appropriate support and training for all staff
- Provide a range of teaching strategies and effective differentiation
- Include SEND pupils in all aspects of school life
- Improve the attainment of SEND pupils

- Inform and liaise with the parents of SEND pupils
- Liaise and consult with outside agencies when appropriate

Under the Special Educational Needs and Disability Act 2000 a school must also take reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage compared to their abled peers. However, not all pupils who have a disability under the Disability Discrimination Act (DDA) will have Special Educational Needs.

Guidelines for Implementation

St Monica Primary School offers all children a broad and balanced curriculum with high quality teaching and support, differentiated tasks, varied teaching approaches and strategies, varied materials, tasks and programmes of work.

The majority of TA support is provided in the classroom and SEND pupils are included in the lessons. However, on occasion, some pupils will need to be withdrawn from the classroom to be supported in their learning. This is an organisational strategy for teaching and is sometimes also used for pupils who do not have special educational needs. It is arranged on a needs basis and timetabled to ensure that pupils are not regularly excluded from particular subject areas and have full access to the curriculum. We recognise the advantages and disadvantages of withdrawal and pupils are always given constructive work when they return to the classroom.

Roles and Responsibilities

Special Educational Needs Disability are met by the school in partnership with parents and outside agencies.

The Role of the Governing Body

The Governing Body has responsibility for the school's general policy and approach to provision for children with Special Educational Needs, establishing appropriate staffing and funding arrangements and maintaining a general oversight of the school's work. The Inclusion Governor will meet with the SENCO/Inclusion leader on a regular basis.

The Role of the Headteacher

The Headteacher has overall responsibility for writing the SEND policy and for its implementation. She will ensure that the SEND budget is used to secure the best possible support for SEND pupils.

The Inclusions Leader and SENCO manage the SEN policy on a day to day basis.

The Headteacher will deploy the TAs and manage the SEND budget with advice from the Inclusions Leader/ SENCO. The Headteacher will meet with the Inclusions Leader regularly to review strategy and progress.

The Role of the Inclusions Leader/SENCO

The Inclusions Leader/SENCO will manage the SEND policy on a day to day basis. She/he is responsible for the provision made by the school for SEND pupils in order to secure high quality teaching, an effective use of resources and improved standards of achievement. She will put systems in place to support teachers e.g. agreed behaviour diaries.

The Inclusions Leader/SENCO will meet with the Headteacher half termly and spend the majority of time in the classrooms.

The Inclusions Leader/SENCO role is:

To support the aims and strategic direction of the school

To foster respect and good relationships between all pupils and adults involved in the school community

To make positive contributions to staff meetings and professional days

To advise the Headteacher on the strategic direction and development of SEND provision in the school and the effective deployment of TAs

To co-ordinate the day to day operation of the school's SEND policy and guidelines and to review them annually

To write the SEND Action Plan and Local Offer for the Raising Attainment Plan annually

To ensure that SEND pupils are identified early and that their parents are kept informed of their progress

To maintain an SEND list on SIMS, monitor pupils' progress and oversee all records and individual education plans (IEP's) (See Appendix 1).

To monitor SEND provision by scrutinising planning, pupils' work, teaching, the work of TAs and reports from outside agencies

To support, guide and motivate colleagues by disseminating examples of effective practice, giving advice on differentiation and organising any necessary in-service training

To seek to develop, with the support of the Headteacher and staff colleagues, effective ways of overcoming barriers to learning

To sustain effective teaching through the analysis and assessment of pupils' needs

To organise SEND resources and to advise the Headteacher on the effective deployment of support staff

To liaise with the relevant external agencies

To arrange and chair all annual reviews of statement pupils, compiling the necessary reports

To lead, co-ordinate and moderate the annual SEND Audit

To manage and make a fully costed bid for the annual SEND resources budget allocation

To attend appropriate SEND courses and meetings, reading appropriate materials and keeping abreast of current educational thinking

To advise the Headteacher as necessary on matters of the content, resourcing, policy and practice in Special Educational Needs

To liaise with the SLT in arranging various training courses for TA's

To liaise with Inclusion Governor and update Governing Body annually on SEND matters.

To liaise regularly with TA's on support, training and timetables

The SENCO will work with the Inclusion Leader, meeting weekly to discuss the progress of the SEND children and actions required.

The Role of the Class Teacher

The class teacher is responsible for:

- The provision of quality first teaching, including differentiation in order to remove barriers to learning for SEND pupils.
- The initial assessment of SEND pupils
- Alongside the TA's: writing and maintaining IEPs half termly for each child receiving SEND support and keeping these records up to date in the SEND file
- Consulting the Inclusions Leader/SENCO as necessary and seeking advice
- Ensuring the implementation of IEPs.
- Sharing IEPs with the Inclusions Leader/SENCO regularly on request
- Designing programmes of work for each SEND child in their class with the appropriate resources, in consultation with the Inclusions Leader/SENCO.
- Inform Inclusions Leader/SENCO of new School Action/ School Action Plus (SA/SAP) admissions and ensuring all information is passed onto the school office when an SEN child leaves, including IEP's, behaviour diaries, etc.
- Recording pupils' progress
- Logging behavioural difficulties and incidents
- Liaising directly with parents and ensuring that they are aware of their child's IEP targets.
- Liaising directly with outside agencies such as the Educational Psychologist. The Inclusions Leader/SENCO will organise these visits and may cover classes so that teachers can liaise directly
- Making available to the Inclusions Leader/SENCO any reports from outside agencies. The class teacher will be responsible for putting any recommendations into practice

The Role of the TA

With the exception of Early Years TAs, TAs may be funded from the SEND audit. Monies from this audit are significantly topped up by the school governors from the main school budget.

TA's have impact on all learners. Teachers deploy the TA according to the learning needs of the class for that lesson. This is often with the lower ability and SEND pupils, however, it is school policy that class teachers teach the lower groups on a regular weekly basis.

Class teachers manage TAs on a day to day basis, ensuring that planning and record keeping are shared on a regular weekly basis

The TA will work alongside the teacher in the classroom, occasionally withdrawing pupils for specific IEP work where necessary

The TA should also be continually reviewing IEP targets in partnership with the class teacher and liaising with the Inclusions Leader/SENCO.

Admission Arrangements

We follow the Southampton Admissions Guidelines as published in our School Admissions Policy and in school website. Some minor adaptations have been made to the school building to accommodate the needs of physically and sensory impaired pupils.

Any parent who has concerns about their child's admission should contact the Headteacher.

Liaison

Liaison takes place with all play groups, nurseries, secondary and transfer schools. In consultation with the Headteacher, the Inclusions Leader or SENCO will meet with other Inclusions Leaders or SENCO's when appropriate on transfer. All records, notes and information will be sent to the receiving school.

Staff Training

It is school policy that teachers and TAs train together on professional days. Training meetings (staff and team meetings) are also arranged separately for teachers and TAs as appropriate.

The needs of, and provision for, SEND pupils form an important part of most of our in-house training across the curriculum. External courses provide more specialised SEND INSET.

SEND Resources

The Inclusions Leader/SENCO will make a fully costed bid for resources prior to each financial year, linked to the Action Plan in the School Raising Attainment Plan.

Most of the SEND resources will be in the classrooms. Those resources held centrally will be monitored by the Inclusions Leader/SENCO and issued when necessary. A review and audit of SEND resources will be made annually by the Inclusions Leader.

The Headteacher will manage the total SEND budget and will deploy TAs throughout the school on advice from the Inclusions Leader/SENCO. This deployment will partly depend upon the results of the annual SEND Audit and partly on specific programmes of work throughout the school.

Records

A list of SEND children is kept and updated on the school SIMS system.

The class teacher will keep the IEPs and any notes of meetings with parents or outside agencies.

The class teacher will keep behavioural diaries where appropriate. All other records will be kept in the child's main school file in the school office and by the Inclusions Leader/SENCO.

The Inclusions Leader/SENCO analyses all assessment and tracking data and will share tracking information with SLT and ELT.

Parental Involvement

The school values parental partnership and involves parents in the following ways:

- Parents are notified of any concerns about the child by the class teacher
- Parents are invited to share their concerns and discuss IEP's, either at an arranged parents evening, or at other mutually agreed times
- Parents are encouraged to support their child working on short-term targets as identified in IEPs and to attend statement reviews
- Parents are invited by class teachers to discuss and sign IEPs termly

The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEND.

Complaints

Parents wishing to express concerns about any aspect of this policy or its implementation should contact the class teacher in the first instant. Thereafter the Inclusions Leader/SENCO or the Headteacher should be contacted. (See Complaints Policy)

Assessment and Identification

All pupils with Special Educational Needs should be identified and assessed as early as possible and as quickly as is consistent with thoroughness.

The school follows the procedures for assessing and monitoring pupils' progress, which are laid down in the DfE Code of Practice.

Initially the class teacher will identify the SEN child via:

- Teacher observation
- Teacher tracking of progress over time and monitoring performance
- Past records, IEPs, class notes and reports
- The outcome of standardised screening and the school's regular assessment tools including baseline audit, Macmillan reading test and Vernon spelling test.
- Tracking of progress through National Curriculum Attainment Targets and those specified in the National Literacy and Numeracy strategy and framework

- Information from outside agencies and parents
- Parental concerns

After making these initial observations and assessments, the class teacher will involve the SENCO, who may conduct further investigations and administer further tests and/ or involve outside agencies. Where it is clear that a child is not making adequate progress, even though the teaching style has been differentiated and various strategies have been used, consideration should then be given to helping the child through SA or SAP.

Provision/Support

All children receive inclusive and quality teaching and learning.

**Wave 3
Additional
highly personalised
interventions**

Wave 2

**Additional interventions
to enable children to work at
age-related expectations or above**

**Wave1
Inclusive quality first teaching for all**

Special Educational Provision means that which is **additional** to or otherwise **different** from the educational provision made generally for children two or over in schools maintained by the LA, other than special schools, in the area.

School Action

If a child's teacher in consultation with the child's parents concludes that a child may need additional support to help their progress, the teacher should seek help from the SENCO. The class teacher and the Inclusions Leader will then collect all the available information about the child including assessment and standardised test results, as well as teacher observations. If, after careful consideration, it is decided that the child will need **additional** or

different support from that which is already provided, the child will be supported through *School Action*.

SEND pupils are mainly supported at St Monica Primary by:

- High quality first teaching.
- Differentiated tasks/ learning objectives.
- Support from TA's:
 - Following teachers' planning to provide quality support for identified children through mini teach, cut away or guided group work.
 - Sounding board for pupils during class lessons
 - Pre-tutoring of text
 - Withdrawal for specific or additional teaching.
 - Through Individual Educational Plans (See IEP – Appendix 1)

NB It is recognised that SEND pupils have an entitlement to a teacher. Therefore, TA's do not always take the lower ability groups. Additionally, SEND pupils have a right to independence and should work without a teacher or TA for part of the time.

School Action Plus

If a child continues to make inadequate progress, the Inclusions Leader/SENCO might request for help from external support services provided by the LA/outside agencies. Once this involvement occurs, the child then becomes supported through *School Action Plus*.

Monitoring of Progress

The SEND Audit establishes the continuum of need and provision. This is an on-going process and all teachers are familiar with the criteria and use it to inform their identification throughout the year.

The child's progress will be monitored by the class teacher and also (from data supplied) by the Inclusions Leader to ensure adequate progress is achieved.

Adequate progress can be defined in a number of ways, including progress which:

- **closes the attainment gap** between the child and their peers
- **prevents the attainment gap growing wider**
- 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 behaviour.

Early Years

Early education settings are required to have regard to the revised code of practice and are expected to plan for children with special educational needs but without statements through *Early Years Action* (EYA) and *Early Years Action Plus* (EYAS). Therefore, where a child starting school has already been identified as having SEN, the school should have access to records that will include the child's earlier IEP's. The child's IEP's will have been written in the context of the foundation stage curriculum, recording aspects that were additional to or different from the differentiated approaches and learning arrangements normally provided for all children.

English as an additional language (EAL)

If a child whose first language is not English is not making adequate progress, the school will consider all aspects of the child's performance in different subjects/areas to establish if the problem is due to limitations in their command of the language. The Inclusions Leader will liaise with the class teacher and parents when obtaining this information. If it is concluded that the child has special educational needs they will then receive additional support through SA or SAP.

Monitoring this Policy

The Inclusions Leader/SENCO will need to ensure that this policy is being delivered and that it is having a positive effect.

To monitor performance the Inclusions Leader/SENCO will:-

- Monitor and review IEP's termly to ensure that targets are fed into short term planning and are achieved
- Sample work from each class on a regular basis
- Monitor and track performance of SEN children in National tests and in-house data
- Review the SEN Register termly
- Monitor planning and teaching across the school on a regular basis
- Ensure that everyone concerned with the child is kept well informed

SEN CODE OF PRACTICE

The Graduated Approach in the Primary Phase

School Action:

When a class teacher identifies that a pupil has SEND - the class teacher devises intervention **additional to or different from** those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme - an IEP will usually be devised

- Inclusions Leader/SENCO could take the lead in -
 - planning future interventions for the child in discussing with colleagues
 - monitoring and reviewing the action.

School Action Plus:

- Inclusions Leader/SENCO and class teacher, in consultation with parents, ask for help from external services
- Class teacher and Inclusions Leader/SENCO are provided with advice or support from outside specialists
- **additional** or **different** strategies to those at *School Action* are put in place - an IEP will usually be advised
- Inclusions Leader/SENCO should take the lead in -
 - any further assessment of the child
 - planning future intervention for the child in discussion with colleagues
 - monitoring and reviewing the action taken.

Appendix 1

WHAT IS AN IEP?

- The IEP is a planning, teaching and reviewing tool
- The IEP should underpin the process of planning intervention for the individual pupil with SEN
- IEP's should be teaching and learning plans setting out:
 1. "what" should be taught – manageable targets that are achievable.
 2. "how" it should be taught – deployment of teacher/TA or Inclusions Leader.
 3. "how often" particular knowledge, understanding and skills through **additional** or **different** activities from those provided for all pupils through the differentiated curriculum.
- The IEP is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets
- The IEP is a working document for all teaching staff
- The IEP must be accessible and understandable to all concerned, including parents and children.

WHEN SHOULD AN IEP BE USED?

To plan the interventions for individual pupils made through:

- *Early Years Action* or *Early Years Action Plus*
- *School Action* and *School Action Plus*
- and for pupils with statements of SEN.

WHAT SHOULD BE INCLUDED IN AN IEP?

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

- the short-term targets set for or by the pupil
- 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 IEP is reviewed by teacher/TA)
- opportunities for children to review their progress.

MANAGING IEP'S

- Whatever systems are in place in the school or setting, the procedures for devising IEP's and reviewing them must be *manageable*
- All IEP targets must be achievable for both the pupil and the teacher.

WHAT IS A GROUP EDUCATION PLAN?

- When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than producing IEPs for each child.

MONITORING AND REVIEWING IEPS

- Ideally IEPs should be continually kept "under review", and in such circumstances there cannot be a "fixed term" or a formal meeting for review. However the success of all IEPs should be evaluated at least twice a year.

IEPS SHOULD:

- raise achievement for pupils with SEND
- be seen as working documents
- use a simple format
- detail provision additional or different from those generally available for all pupils
- detail targets which are extra or different from those for most pupils
- be jargon free
- be comprehensible to all staff and parents
- be distributed to all staff as necessary
- promote effective planning
- help pupils monitor their own progress
- result in good planning and intervention by staff
- result in the achievement of specified learning goals for pupils with SEN

Individual Education Plan - AUTUMN 1

Class Year Group

Name Dob: SA * SAP Sheet No 1.1

Date Targets How will we know if target has Review date Outcome Pupil comments
been achieved?

Sept
08 Oct 08

Sept
08 Oct 08

Sept
08 Oct 08

Sept
08 Oct 08

In-School Provision: Monitoring Arrangements:

School staff: Class teacher, Teaching assistant, EAL manager, SEN co-ordinator CT – To meet with TA weekly to discuss progress, to continually review and update targets.

Nature and frequency of support - how will the targets be timetabled?

To meet CT to discuss progress, to respond/feedback on

TA –

EP's

I

Activities, materials, equipment:

SENCO Weekly Monthly ½ termly
termly

Parents Signature

SEN Group Learning Plan

Class: Year 6 Year Group 6

Children Involved Reading Writing Maths Specific Comments

Date Review date Overall Outcome Comments

In-School Provision:

School staff: Class teacher, Teaching assistant, EAL manager, SEN co-ordinator

Nature and frequency of support - how will the targets be timetabled? Monitoring Arrangements:

To meet with TA weekly to discuss progress, to

continually

CT –

review and update targets.

Activities, materials, equipment:

To meet CT to discuss progress, to respond/feedback on IEP's

TA –

SENCO Weekly Monthly ½ termly
termly

The Governing Body will review this policy annually.

