



SEN POLICY

Date: December 2012

Review: December 2013

Chair of Governors: Sue Mills

Aim

Friars Primary School is committed to providing an environment in which all children are given the opportunity to achieve their full potential.

Implicit in this commitment is the belief that every child, regardless of race, religion, gender, disability or other characteristics, has an equal right to be treated with respect. The governors and staff of Friars are strongly opposed to any form of prejudice or discrimination. We are aware of the danger of damaging children's self esteem and we work actively to promote inclusive practices in order to remove barriers to learning and participation.

It is our fundamental belief that all children should have the same right of access to the curriculum. This does not mean that all children should be taught the same things, but rather that the school should aim to provide curricula which are appropriate to the needs of all individuals and groups.

This school policy for Special Educational Needs reflects the consensus of opinion of the whole teaching staff, including teaching assistants, and has the full agreement of the governing body.

Introduction

The majority of pupils at Friars Primary School will learn and progress within the cycle of planning, teaching and assessing that is central to our school's philosophy. Each teacher takes account of the wide range of abilities, aptitudes and interests that children bring to their school life. Those children who experience difficulties within this system may have Special Educational Needs.

A child has Special Educational Needs (SEN) if he or she has a particular requirement which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children of the same age or
- (b) 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 schools within the area of the Local Education Authority (LEA).

Definition

Special Educational Provision means: for children of two or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of their age in school maintained by the LEA, other than special schools, in their area.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is taught. (Source; SEN Code of Practice 2001)

It is estimated that nationally about 20 per cent of children have some form of SEN at some time. For the vast majority of these children, such needs are met by their

school, with outside help if necessary. The causes for concern may be academic, physical, social or related to the child's emotional development.

Only in approximately two per cent of these cases will a child have special educational needs of such severity or complexity that the LEA are required to provide funding in the form of a statement of SEN.

Objectives

- ☆ To enable pupils to benefit as fully as possible from their education at Friars Primary School.
- ☆ To make available to children with SEN the greatest degree of access to as broad, balanced and relevant an education as possible.
- ☆ To maintain a continuum of needs and provision for SEN pupils.
- ☆ To identify and assess a child's needs as early as possible.
- ☆ To establish and maintain a positive working relationship between the school, the child and the parent(s) of the child.
- ☆ To develop cultures, policies and practices to promote inclusion.
- ☆ To develop, monitor and review targets designed to meet each SEN pupil's individual needs and medium term intervention plans to meet the needs of small groups of children
- ☆ To maintain an effective working relationship with all outside agencies involved in identification and provision of special educational needs.
- ☆ To ensure a planned programme of staff development in the area of special educational needs.
- ☆ To regularly review and evaluate the SEN policy and to report annually to parents on Friars Primary School's policy for pupils with special educational needs.

The Teacher Responsible for SEN

The teacher responsible for Special Educational Needs is Miss Susannah Bridges.

The SENCO has responsibility for:-

- Co-ordinating the day to day operation of the SEN policy.
- Helping to assess children's difficulties and help their teachers with planning and targets
- Reviewing the targets and SEN Provisions with teachers and support staff (where appropriate).
- Reviewing the Provisions termly and baselining children to ensure they are appropriate and meeting needs
- Keeping and updating a SEN profile
- Managing and meeting TA s and LSAs half termly
- Training TA s in the different Provisions and reviewing/monitoring their progress
- Meeting with and offering advice to parents on their child's problems.
- Liaising with outside agencies (see "Links with Support Services - Page 9)
- Liaising with all staff and providing professional guidance and contributing to the in- service training of staff.
- Liaising with the Headteacher and Governors.
- Coordinating the work of Learning Support Assistants and meeting to plan for statemented children.

- Liaising with secondary schools about the transfer of information about children with SEN.
- Attending inset for SENCOs.

All teachers should regard themselves as teachers of SEN and develop their classroom teaching to take into account the needs of the children.

The class teacher has responsibility for planning and delivering an individualised programme where necessary for SEN children. This includes children where it is identified within their statement of needs, unless it is specifically stated that the programme should be planned and/or delivered by a specialist teacher.

The Governor with responsibility for Special Educational Needs is Abra Bompas. The SENCO and link governor will have regular up-date meetings. The link governor has responsibility to feed back regularly to the Governing Body with regard to SEN.

Admission Arrangements

Friars Primary School is a mainstream primary school serving the local community. No child is refused admission to the school or, in the case of a year being oversubscribed, the opportunity to be put on a waiting list. Under the current admission criteria, parents of pupils with special educational needs can apply for a higher priority in the admissions process than would otherwise apply if the admissions committee accepts that that Friars is better able to meet their special educational needs than the available alternative schools.. This also applies to families with pressing medical or social needs. No child who would be given a place under the application of the normal admissions criteria will be refused a place on the basis of a special educational need, except in the very rare circumstance that the admission of that child would place other children at risk. No such case has ever arisen.

SEN Facilities and Access

There are no special units for SEN pupils located within the school.

Friars Primary School has some access for wheel chair users on the ground floor where there are specific facilities for physically disabled pupils such as ramps, railings and wide doors. The school keeps physical accessibility under review and is seeking to extend wheelchair access to the upper floor (the junior classes) when funds permit.

In the Early Years Unit, a sensory room has been installed. This is used by children with physical disabilities and special educational needs but is also a shared facility for all children throughout the school.

Links with Other Schools

Liaison with secondary schools receiving our children takes place to discuss pupils with SEN to ensure a smooth transition.

Allocation of Resources

The SEN budget is currently used to fund:-

- SENCO time for teaching, assessing pupils and co-ordination.
- In-class teaching assistant hours for identified children.
- SEN resources, purchased on a regular basis and used with identified children.
- Specialist equipment for children (eg dyspraxic/SpLD/speech and language) whose needs are not met through LEA or Health Authority resources
- SEN training for all staff.
- Support for children at School Action Plus and statemented pupils in addition to the support provided under their statements.
- A fully qualified speech and language therapist employed by the local NHS speech and language therapy service one day a week, every other half term, for intervention work and supporting staff.

Identification, Assessment and Provision

Identification

The early identification and subsequent provision for a child with special educational needs is a priority at Friars Primary School.

It is recognised that early identification and intervention can prevent a difficulty from becoming a major problem. Children are identified through classroom assessment and by using QCA results.

When any member of staff or a parent has a concern about a child a meeting should be held and targets set/and/or Intervention Programmes taught. These are designed to focus on one particular area of difficulty e.g. spelling. The parents will be informed that their child is having extra support and a copy of the programme outline sent home.

The teacher, with SENCO advice, will support the child in various ways in order to try to overcome the problem. Parents are fully informed and involved at every step of the way, with regular meetings where necessary so that we can work in partnership to overcome their child's difficulties.

Full use is made of information passed to us from health visitors, social services and previous schools.

Assessment

The Early Years staff continually assess social development and learning skills as part of their work with the children and any concerns are reported to the appropriate services.

SAT's results from YR2 are used to inform decisions about SEN provision needed for children entering KS2. All children in KS2 are given annual reading tests and optional QCA tests (Years 3, 4, 5,) which are used to monitor progress and detect problems.

The SEN Co-ordinator has a range of other assessment and diagnostic tests for use in school when responding to concerns by class teachers or parents about a child who is experiencing difficulties.

The SEN Co-ordinator prioritises individual children, groups of children and particular areas to bring to the attention of the Educational Psychologist by either informal discussion or by more direct assessment and follow up. Other support services (speech therapy, occupational therapy, Cenmac) may also be involved. Children who

may be in need of support and whose parents have given permission, may be observed and advice given on how to meet their needs.

At present, speech and language intervention is undertaken and co-ordinated by a qualified Speech and Language Therapist for 15 days per year organised in three 5 day blocks funded through the SEN budget. The Speech and Language Therapist delivers therapy to statemented children, sets up intervention programmes with class teachers and TAs for all children requiring speech and language intervention. The role also provides support and training to staff and parents and involves withdrawing small groups of children for specialist speech and language input.

Intervention

The Special Education Code of Practice (2001) sets out a graduated process of intervention and review which the school follows when a concern about a child is noted. The process, outlined below, should enable a child to learn and progress through a continuous cycle of planning, intervention and review.

INTERVENTION IN THE EARLY YEARS

In the Early Years a child may initially be identified as having special educational needs because s/he;

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour techniques usually employed in the setting.
- Has sensory or physical problems and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and requires specific individual intervention in order to access learning.

(Source; SEN Code of Practice

2001)

Early Years Action

Once identified, the class teacher should collect all known information about the child and seek information from the parents. Together (and with the SenCo, if appropriate), they will decide the action to be taken which at this stage will be resourced from the school's SEN resources (e.g. additional support – 1:1 or small group; differentiated materials; differentiated work from the core group of the class).

Early Years Action Plus

This stage is characterised by the involvement of external support agencies who can help with advice on targets or provide more specialist assessment/support. The triggers for Early Years Action Plus are:-

- 1) Continues to make little or no progress in specific areas over long periods.
- 2) Continues working at an early years curriculum substantially below that expected for children of a similar age.
- 3) Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite an individualised behaviour management programme.

- 4) Has sensory and physical needs and requires support from a specialist service.
- 5) Has ongoing communication or interaction difficulties that are a barrier to learning and prevent social relationships.

(Source; SEN Code of Practice 2001)

Requests for Statutory Assessment

A very small minority of children will demonstrate such significant cause for concern that the SENCO, after consultation with the parents, the class teacher, headteacher and other professionals will make a request for a statutory assessment. At this stage the LEA will view all the evidence provided by the school and **may** support the request for statutory assessment to take place.

Statutory Assessment

After the statutory assessment, the LEA may draw up a statement which will précis the child's needs and set out long term targets that the school will work towards by drawing up IEPs and individualised programmes where necessary. The statement will be reviewed every six months for children under 5.

Annual Review

At the Annual Review, the child's progress is assessed against their long term targets and recommendations made for future provision. The child's parents will be invited as will any professionals involved with the child.

Appeals

If the LEA rejects the request for statutory assessment or offers a level of support believed to be inappropriate to the needs of the child, the parents have the right to appeal. The LEA will advise parents on the procedure and provide information on the Parent Partnership scheme.

INTERVENTION IN THE PRIMARY PHASE

A child may initially be identified as having special educational needs because s/he:

- Makes little or no progress even when teaching approaches are targeted particularly to their identified 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 have not been ameliorated 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.

(Source: SEN Code of Practice 2001)

School Action – this is the same as at Early Years Action

School Action Plus - this is the same as for Early Years Action plus with the exception of:-

2) Continues working at National Curriculum levels substantially below that expected for children of a similar age.

Requests for Statutory Assessment

About 2% of children will demonstrate such significant cause for concern that the SENCO, after consultation with the parents, the class teacher, headteacher and other professionals will make a request for a statutory assessment. At this stage the LEA will view all the evidence provided by the school and **may** support the request for statutory assessment to take place.

Statutory Assessment – the same as Early Years with the exception that Reviews take place annually.

Annual Review and Appeals the same as Early Years.

Provision

All children follow the National Curriculum at their level (we have no children who are exempt from any part of it). All children work on the same class topic but access is promoted for a differentiated curriculum using an appropriate range of teaching strategies and styles, assessing progress and where necessary, modifying programmes. Effective differentiation is encouraged within the school's planning policy so that the core curriculum can be re-enforced for children who need extra support or extended for children of high ability.

Children receiving help from outside agencies within the school, from SENCO or from a TA may be withdrawn from their class for about half an hour per session otherwise children are taught in their own class.

The co-ordination of educational provision for SEN pupils is done through liaison with the class teacher, team leaders, the SEN co-ordinator, parents and where applicable, outside agencies. Staff meetings provide a forum where a particular child's problems can be discussed by all the teachers who have had and who will have that child in their class at some point in his/her school career. This helps to ensure that the child's needs are known by all staff thus helping continuity of provision as the child progresses through the school. The Head Teacher is kept informed of all developments.

Many strategies are used to help children overcome their problems ranging from adopting different teaching styles, differentiating work, ICT, using peers as tutors, making resources, to changing seating positions. The child's needs as identified by the class teacher are endeavoured to be met in as many ways as are appropriate for that particular child within the constraints of the classroom situation.

The Voluntary Reading Helpers Scheme is used throughout the school. It provides additional supportive adults who befriend and encourage those children whose self confidence in their literacy skills is low. Parents, governors and friends of the school come into school to provide additional support for pupils and teachers.

In-Service Training

In-service training for ALL staff on SEN issues is given a high priority within the school's programme of curriculum development. INSET is arranged, according to

highlighted areas of concern, using the expertise of agencies and individuals who have relevant specialist skills.

Parental Partnership

Friars Primary School works in partnership with parents and they are welcome to make an appointment to discuss their child's progress at any time. A close and co-operative partnership between parents of children with special educational needs and the school is crucial if school based intervention is to be effective, especially where a child has behavioural difficulties and when the strategies being used in school need to be regularly reinforced at home.

Where meetings with the parents are difficult due to English not being their first language, help is sought through an interpreter.

Whenever possible the child's view will be taken into consideration as their support and involvement plays an integral part in the successful outcome of any individual education plan which may be put into operation. Every effort is made by the staff of Friars to build confidence and prevent the low self esteem that is often present with children who have special educational needs. Personal responsibility for their own success is encouraged by providing opportunities for acquiring confidence and achieving success in those activities which contribute to a positive self image and all round personal development.

Parental Complaint

The school strives to work with parents, involving them throughout. We hope by doing this to avoid the majority of complaints that arise through misunderstandings or disagreements over provision. However, we recognise that complaints can arise and encourage parents to seek redress if they are unhappy in any way. Parents should have no hesitation in approaching a child's class teacher to discuss problems informally, which is step (1) below. If that does not solve the problem, parents should continue through the steps until satisfied.

- (1) Parents speak to class teacher about the problem, the class teacher investigates, if applicable, and gives the parent a date for a follow up appointment. The aim at this stage is for the parents and teacher to agree what if any action is to be taken or changes made. ***Parents, please note that you will probably need to make an appointment for the initial discussion with your child's class teacher. You can do this through the office. If the matter is urgent, you should make this clear to office staff.***
- (2) Parents who are still not happy should seek an appointment with the headteacher and / or inclusion manager.
- (3) If parents remains unsatisfied, they should write to the chair of governors, c/o the school. (The chair's post is redirected but not opened by school staff, so confidentiality is assured.)
- (4) If the problem is still unresolved, parents may contact the LEA, who will advise on their procedures.

Links with Support Services

SEN support services play an important part in helping schools identify, assess and make special educational provision for the pupils with special educational needs.

Our links include BASS (Behaviour and Autism Support Service), CAMHs (Child and Adult Mental Health Service, Educational Psychologists, Educational Welfare, Social Services and Health Services - Speech and language therapists, O.T. and peripatetic social communication, language, hearing and visual specialists. Our school nurse also plays an important role in the school, helping to assess and arrange appropriate medical services for children who need them. Friars staff value the support of these professionals very highly and maintain an excellent relationship with them. They provide support for the children and also enhance the professional development of the staff through advice and in-service training.

Evaluating Success

In light of the identification, assessment, monitoring and review procedures in place at Friars, there is an effective system to monitor and review the success of the SEN provision within the school. There are three strands to be taken into consideration:

(1) The success of the SEN Policy will be shown if:

- Children with SEN are identified early in their school careers and their needs met.
- All children at School Action to Statement in both the Early Years and Primary Phase have work set to their level and receive SEN Provision. Statemented children have an IEP.
- All records are up to date and readily available.
- All necessary reviews are held at the appropriate date.
- Parents are kept informed and involved.
- Teachers and support staff understand the policy and use it to inform their classroom practice.
- Where appropriate, pupils are aware of their targets and actively work towards them.

(2) Success according to the baselines for each Provision or the criteria set out in IEPs will be shown if:

- the child has met the targets of the IEP by means of the planned and differentiated tasks set by the school,
- the child's difficulties are diminished sufficiently for that child to work within the class without further Interventions
- a child who has not been able to meet the targets is put forward for further assessment where every avenue will be explored to ensure that the child's needs are met appropriately.

(3) Other less quantifiable ways of measuring the effectiveness of the SEN support within the school could be

- by discussion with pupils and their parents,
- by seeking the opinions of outside agencies on the quality and appropriateness of our work,
- by continuing to raise staff awareness and expertise in this very important area.

Governors

The Governor with responsibility for SEN will liaise with the Head and SENCO and feed back to the whole governing body on an annual basis.

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