

SEN POLICY FOR SIDMOUTH PRIMARY SCHOOL

Mission Statement.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

1. Children with Special educational needs.

Definition of Special Educational Needs

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

Children have a 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 which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the education authority; or
- c) are under compulsory school age and fall within the definition (a) or (b) above, or would do so if special educational provision was not made for them

(Special Educational Needs Code of Practice: November 2001)

2. Responsibility for co-ordination of SEN provision

The member of staff responsible for co-ordinating the day to day provision of education for pupils with special educational needs at Sidmouth Primary School is Miss S Atkinson, the SEN Co-ordinator (SENCO). The SEN Support staff member is Mrs C Thorley and the SEN Governor is Mr J Ranby.

However provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.*

4. Arrangements for co-ordinating SEN provision.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting and the SENCO and the child's class teacher.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the LEA with a record of their work with the child including the arrangements they have already made.

5. Identification and review of pupil needs

Monitoring children's progress the school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil 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 current rates of progress are inadequate. Adequate progress can be defined in a number of ways.

It might be progress which:

- 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 improvements in the child's behaviour.

School Action

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to from those provided as part of the school's usual differentiated curriculum. This will be called **School Action**. The triggers for intervention through *School Action*

will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness

shows signs of difficulty in developing literacy or mathematics skills which

result in poor attainment in some curriculum areas

presents persistent emotional or behavioural difficulties which are not 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.

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 may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

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

some group or individual support;

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.

access to LEA support services for one-off or occasional advice on strategies or equipment

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

the short-term targets set for the child

the teaching strategies to be used

the provision to be put in place

when the plan is to be reviewed

outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

School Action Plus

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP.

At *School Action Plus* external support services, will usually see the child so that they can advise teachers on new IEPs 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.

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
- 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 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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services 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 IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need 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. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

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 LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. 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.

The LEA may decide that the degree 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.

Annual review of a statement of special educational needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur

6. Children with EAL and SEN

The identification and assessment of the 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 to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

7. Specialist SEN provision.

From time to time, the school also receives help and advice, from the following:

- the West End Referral Unit

- the White House Referral Unit
- Frederick Holmes Special School
- The Travellers Education Service
- The Speech and Language Unit
- The Hearing Impaired Service
- The Physiotherapy Service
- The School Nurse
- The Ethnic Minority Support Service

Links with Social Services and Educational Welfare Services are usually made in conjunction with the Child Protection Officer, currently Mr D Waterson.

8. Evaluating the success of provision.

The success of provision will be assessed yearly and consideration will be given to the progress been made by all children identified as having SEN. Consideration will be given to the Value added results of these children and

9. Arrangements for ensuring all pupils have access to a broadly based curriculum.

Pupils who are just marginally below their expected National Curriculum Levels will receive help with literacy and numeracy via the Intervention Programmes, ELS, ALS, FLS and Springboard. These programmes are undertaken with the assistance of Classroom Assistants. Pupils with more severe problems are assisted within the classroom by Classroom Assistants.

10. Arrangements for admitting children with physical difficulty

The school welcomes pupils with physical disabilities. Whenever necessary, a teaching assistant is provided to help such children access the full curriculum... The school has wheelchair access and the reception area of the school office has been remodelled to allow for disabled access. There is a disabled toilet facility in each building. It is possible to enter one school building by means of ramps and we have a stair lift for disabled pupils and parents to access the KS2 rooms, the ICT Suite and the SEN / music room.

11. Involvement of the governing body

The Governing Body receives regular updates about the school's SEN, in the form of:

- ✓ Input at the Governing Body Meetings by the SENCO.
- ✓ Report goes to governors through the heads report.
- ✓ Information about courses with reference to SEN attended by members of the school staff.

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