



Sherborne Abbey CE VC Primary School

Special Educational Needs Policy

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Policy on Special Educational Needs

This policy document is linked to, and supported by many other School policies, particularly the school's Inclusion Policy, the Behaviour Policy, the Bullying Policy, the Policy for Gifted and Talented Pupils and curriculum area policies.

1. Definition:

A Child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

Children are not regarded as having a learning difficulty solely because the language used in their home is different from the language in which they will be taught. However, support will be available through the Ethnic Minority Achievement Service (EMAS) and should a pupil have difficulties not related to their second language skills, these will be identified and met under the Special Educational Needs (SEN) policy.

Special educational provision means:

Education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Educational Authority (LEA) (other than special schools) in the area.

2. Aims:

At Sherborne Abbey Primary School our aims for all children, **including those with special educational needs**, are as follows:

- All children are valued and respected for who they are and the contributions they make.
- All children feels supported, encouraged and are enabled to develop their full potential.
- Adults and children work positively together.
- Expectations are high, but also realistic and achievable.
- Resources and facilities enable all children to access the curriculum successfully and are fairly distributed.
- All children feel safe, secure and happy, in a place which is stimulating and enjoyable and allows them to develop academically, creatively, socially and spiritually.
- The school will do all that it can to identify any learning difficulties at as early a stage as is possible.

3. Admission Arrangements:

Children with special educational needs who are due to be admitted to the school at any age should be accompanied by the appropriate documentation giving details of the support given to date. This should include the advice and recommendations of any external agencies involved. It is then the school's responsibility to cater for the child's needs in the context of available resources.

Where there is doubt regarding the suitability of a mainstream placement for a child with a statement, further advice and support will be sought from the LEA and an Educational Psychologist before a decision is made, in consultation with parents. In these circumstances, admission will only be refused where the child's inclusion would be incompatible with the efficient education of other children.

4. SEN Provision - Roles and Responsibilities:

Special Educational Needs are the responsibility of all staff. Responsibility for co-ordination provision for Special Educational Needs within the school is held by the SENCO, working closely with the Headteacher, Governing Body, teaching staff, support staff, parents and a range of external agencies.

4.1 Responsibilities of the Governing Body (in co-operation with the Headteacher)

- Determines the school's general policy and approach to provision for children with SEN.
- Establishes appropriate staffing and funding arrangements.
- Appoints a governor with special responsibility for SEN to closely monitor the school's work on behalf of SEN
- Reports to parents annually on the school's SEN policy in consultation with the SENCO.
- Over-views the SEN budget in consultation with the appointed SEN Governor, the Headteacher, the SENCO and through the Governors' Staffing & Curriculum Committee.

4.2 Responsibilities of the Headteacher

- Manages all aspects of the school's work, including provision for those children with SEN
- Manages the SEN budget in consultation with the appointed SEN Governor, the SENCO and through the Governors' Staffing & Curriculum Committee.
- Keeps the governing body fully informed of all issues affecting the Special Needs provision within the school.
- Works closely with the School's SENCO.
- Assesses the effectiveness of SEN provision by monitoring that pupils can be seen to have made progress relative to their potential and with regard to their individual learning difficulties.

4.3 Responsibilities of the SENCO

The SENCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement. The SENCO should collaborate with curriculum coordinators so that the learning for all children is given equal priority and available resources are used to maximum effect. The SENCO has the following key specific responsibilities:

- Has a key role in determining the strategic development of the SEN policy and the provision within the school in order to raise achievement of children with SEN
- Manages the SEN budget in liaison with the Headteacher.
- Takes day-to-day responsibility for the operation of the SEN policy and coordination of provision made for individual children with SEN, working closely with staff, carers and other agencies.
- Coordinates provision for those children with SEN in line with the School's SEN policy.
- Liaises with parents/carers of children with SEN.

- Liaises with external agencies including the LEA's support and educational psychology services, health and social services, voluntary bodies and the pyramid literacy and numeracy service.
- Liaises with Secondary Schools - providing detailed transfer information on individual students who are making the transition from primary to secondary education.
- Liaises with other schools, particularly the local Pyramid of Schools in order to provide consistency of provision in the area and to develop and share good practice.
- Advises and provides professional guidance to colleagues within the school setting, with the aim of securing high quality teaching and support for children with special educational needs.
- Liaises with the Numeracy, Literacy and ICT Coordinators to develop individual programmes of study to ensure that children's individual needs are being met within the classroom and ensure the spirit of inclusion is maintained.
- Contributes to in-service training of staff where appropriate and keeps staff updated on SEN issues through staff meetings..
- Ensures that appropriate Individual Education Plans (I.E.P.s) or provision maps are in place. The SENCO and class teachers work together to maintain and update all I.E.P.s and provision maps.
- Maintains and updates the Code of Practice Register and records current levels of support for individual children.
- Monitors the movement of children through the levels on the Code of Practice Register and adjusts the register accordingly.
- Ensures that relevant background information about children with SEN is collected, recorded and updated.
- Records SEN information electronically and ensures that all reports/assessments and details of referrals and involvement of external agencies (including medical information) are kept on file and accessible by the class teachers.
- Having the necessary specialist qualifications, the SENCO is able to assess and make recommendations for individual pupils with learning difficulties, including referral to appropriate outside agencies and individual or small group support.

At times, children with special educational needs will also have challenging behaviours. In such cases the SENCO, together with the Headteacher or Deputy Headteacher, may develop programmes consistent both with the SEN Policy and the Behaviour Policy of the school.

4.4 Responsibilities of Teaching Staff:

- Reduce barriers to learning
- Liaise with the SENCO to set appropriate individual targets through I.E.P.s and provision maps.
- Work closely with the SENCO to maintain and update all I.E.P.s, provision maps and profile sheets for children in their class.
- Implement individual targets in the classroom context using guidance from the SENCO
- Set work for children on the Code of Practice which will allow them to experience success.

4.5 Responsibilities of all Teaching and Support Staff:

- Be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs.
- Be involved in the development and implementation of the school's SEN policy.
- Liaise with the SENCO to set appropriate individual targets through I.E.P.s

5. Code of Practice Levels:

The School maintains a register of pupils who receive special provision and the various levels are explained in detail below.

5.1. Noted (N):

This stage is triggered by a child giving cause for concern and the teacher begins to gather information. At this stage the class teacher will:

- Discuss their concerns with the SENCO and review strategies already being used to teach the child.
- Consult the child's parents (and the child where appropriate) for further information.
- Identify specific concerns and collect relevant evidence to support these.
- Monitor the child's progress closely, differentiating work when appropriate.
- Review the child's progress in consultation with parents and the SENCO after an agreed period of time (usually termly).

5.2 School Action (A)

This stage is characterised by the need to provide interventions that are additional to, or different from, those provided as part of the school's usual differentiated curriculum.

Parents will be informed by the class teacher that special educational provision is being made for their child. This will be done sensitively, in a way that encourages parents to contribute their knowledge and understanding of the child and to raise any concerns they may have about their child's needs and the provision being made for them. At this stage the SENCO will work closely with the class teacher to coordinate the child's SEN provision by:

- Ensuring that specific individual targets are identified and strategies put in place to achieve these.
- Providing additional resources/support from the school's SEN budget where appropriate (e.g. small group classroom support from a teaching assistant and/or specific Specialist Teaching support to develop Literacy or Numeracy skills).
- Children's targets will be entered on Pupil Tracker Software and reviewed termly.
- Ensuring that parents are involved in this process and are aware of their role.
- Reviewing progress made by the child and taking appropriate action to support the child further if required.

As a result of a review, the SENCO may request parental permission for the child to be referred to an external agency so that further advice can be sought.

5.3 School Action Plus (P)

A child is registered at School Action Plus if advice has been sought from an external agency (e.g. an Educational Psychologist). This may result in any one of the following courses of action being taken:

- The child returns to School Action (A) with the SENCO and class teacher receiving specific advice for the child's IEP from the appropriate agency.
- The school is advised to offer additional support (e.g. SEN teaching increased or teaching assistant support) and the child's progress is then reviewed.
- It is agreed that there will be regular involvement from an external agency in a monitoring or teaching role.
- The parents and school are advised to refer the child for a Statutory Assessment, with the possibility of a Statement of Special Educational Needs being issued.

5.4 Statutory Assessments (Q)

When a request for a statutory assessment is made by the school to the LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried.

Information will be requested from the school about:

- The school's provision through School Action and School Action Plus
- I.E.P.s for the pupil and records of regular reviews and the outcomes.
- The pupil's health (including the child's medical history where relevant)
- National Curriculum levels – attainments in literacy and mathematics.
- Other assessments from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals (including the social services or education welfare service).

Within six weeks of a request for an assessment, the LEA must tell the parents and the school whether or not they will make a statutory assessment. This will result in one of the following courses of action:

(i) Decision not to make a statutory assessment:

If the LEA decides it is not necessary to carry out a statutory assessment, they will write to the parents and the school to explain the reasons. They will also set out the provision that they consider would now meet the child's needs appropriately. The child will continue to be registered at School Action Plus, their progress being monitored regularly by an educational psychologist.

Parents may appeal to the SEN Tribunal against a decision not to make an assessment. LEAs must inform parents of:

- The right to appeal and the time limits for appeal.
- The availability of disagreement resolution services and that these do not affect the parent's right of appeal.

(ii) Decision to make a statutory assessment:

After deciding to make a statutory assessment, the LEA will seek further parental, educational, medical, psychological and social service advice. They will also seek any other advice they consider appropriate. As part of the process of putting together all the relevant advice, the child may be called for further examinations or assessments. All concerned will be asked to respond within six weeks.

If, after considering the advice, the LEA decides that a statement is not necessary, it will notify the parents and the school, giving reasons, within two weeks.

If the LEA decides that a statement is necessary, it will draft a proposed statement and send a copy to the child's parents. The advice received as part of the assessment will be attached.

5.5 Statemented Support

The LEA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet their special educational needs requires them to determine the child's special educational provision through a statement. The LEA will make this decision when it considers that this provision cannot reasonably be provided within the resources available to the school.

These children are issued with a Statement of SEN, which outlines the type and amount of additional classroom support required, together with any additional teaching support to be provided by an external agency. Funding for this is currently delegated to schools, unless the child has a 'low incidence' or medical need, when funding will be provided centrally by the LEA. In addition to a full description of the child's special educational needs, the Statement itself will outline details of:

Special Educational Provision:

- The objectives that the special educational provision should aim to meet.
- The special educational provision which the LEA considers appropriate to meet the needs and objectives.
- The arrangements to be made for monitoring progress in meeting those objectives, particularly for setting short-term targets for the child's progress and for reviewing his or her progress on a regular basis.

Non-Educational Needs:

All relevant non-educational needs of the child as agreed between the health services, social services or other agencies and the LEA.

Placement:

The type and name of school where the special educational provision is to be made.

5.6 Annual Reviews of Statements.

All schools are required to review Statements annually. All parties involved with the child are then asked to contribute to a formal review of his/her progress and are invited to attend the 'Annual Review Meeting'. Levels of support are then reviewed and further action taken if appropriate. The child's statement is then amended to reflect these changes.

6. Involvement of Parents/Carers:

Parents are closely involved at all stages and are encouraged to play an active role in supporting the targets set for their child. There are regular opportunities to discuss these targets with the class teacher, in addition to attending formal reviews of statements.

Parents are actively encouraged to have regular meetings with the SENCO, and an annual meeting should be viewed as the minimum contact. Parents are also encouraged to contact the SENCO or Headteacher at any time if they wish to discuss any further concerns they may have. In addition, leaflets are available in school should parents require information on the local Parent Partnership Scheme. 'The Code of Practice' booklet which gives additional detail is available in school.

If parents have any concerns regarding provision and support of their child they should in the first instance make an appointment with the SENCO. If the parents continue to have concerns they should then make an appointment to discuss them with the Headteacher. The aim of Sherborne Abbey Primary School is to work in partnership with parents in order to do the best for each child at the school and it is therefore hoped that any concerns can be dealt with to the satisfaction of all parties.

7. Involvement of children:

All pupils, including those with Special Educational Needs are fully involved in all aspects of the life of the school and are enabled to have an equal voice. Classroom organisation includes opportunities for choice and decision-making for all children.

Pupil participation is the goal for all children and opportunities for such participation expand as pupils develop. Wherever possible, children with special educational needs are actively involved, at an appropriate level, in discussions about the provision map or I.E.P. and have their views recorded. Children are made aware of their targets and are encouraged to share in the recording process and in monitoring and evaluating their own performance. This contributes significantly towards improved confidence and self-image. Success is reinforced and celebrated to bolster self esteem. Difficulties are clarified and addressed.

8. Identification

Pupils are identified as having special needs by class teachers, assessment by the SENCO and by other agencies for example health visitors, speech and language therapists and other medical professionals. Pupils may for example be identified as having speech and language, physical difficulties, behavioural and emotional difficulties, specific learning difficulties,

If a child's attainments on reading, spelling or numeracy tests fall below their chronological age they are assessed against the Special Educational Needs Code of Practice for School Action and School Action Plus.

If a child's behaviour gives cause for concern within school their class teacher follow the procedures outlined in the School Behaviour Policy.

If a child is at risk of exclusion or behaviour is deteriorating rapidly a Pastoral Support Programme will be put in place with the co-operation of the school, parents and LEA.

Review of SEN Policy

This policy will be reviewed annually by the Governor's Staffing & Curriculum Committee after consultation with the Headteacher, the SENCO and the Governor responsible for Special Educational Needs. The policy, including any alterations or additions, will then be put forward for approval to a meeting of the Governing body of the school.

Adopted: July 2013

To be Reviewed in light of new legislation: July 2014