



## **Special Educational Needs Policy**

### **Introduction**

Westfield Primary School provides a broad and balanced curriculum for all its children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning and medical needs. Some children have barriers to learning that often they have special needs and require particular action by the school to progress.

Teachers take account of these requirements and make provision through quality first teaching, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Teachers are responsible and accountable for progress and development of pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers, SENCo and parents should collaborate (Draft CoP 2014, pg 71). Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The **Disability Discrimination Act** identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. The school will assess each child as required, and make the appropriate provision, based on their identified needs.

### **Medical Conditions**

The Children and Families Act 2014 puts a duty on all schools to make suitable arrangements for children with medical conditions. Individual healthcare plans are drawn in partnership with health professionals and are clear about the provision needed for each individual.

Our SEN policy is bridging the gap in the transitional phase between the SEN Code of Practice 2001 and the revised SEN Code of Practice 2014. In the period of Spring 2015, changes will be phased in that alter the way we categorise the level of support for SEN.

### **Aims and objectives**

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to promote early identification of children's needs
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;

- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children feel valued and have a voice in this process.
- to ensure that all children make secure progress in their learning through high expectations and quality first differentiated teaching.

### **Educational Inclusion**

At Westfield Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy, numeracy and other curriculum areas;
- Planning to develop children's understanding through the use of all their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly anger, trauma or stress, and to take part in learning.

### **Provision for Special Educational Needs (SEN)**

Children with special educational needs have learning difficulties that call for special or additional provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- They have behavioural difficulties that hinder their learning.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed in their early years setting. However, all children when they enter Westfield Primary School are assessed using the Foundation Stage Profile so that we can build upon their prior learning. We use the Foundation Stage Profile to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies, in line with the SEN Code of Practice (2001/2014), that make full use of all available classroom and school resources.

This first level of support is called **School Action**. A child should be registered as school action if they are receiving additional intervention to the normal provision provided within the classroom. The class teacher will keep parents informed and draw upon them for additional information. Children at SA stage will have their interventions placed onto a class provision map with specific entry and exit criteria for each intervention in order to keep them focused and realistic for that child. Interventions may involve individual or group targets.

The second stage of SEN is **School Action Plus**. This is when the school (through the SENCo) feels that the child's needs require the support of an external agency. If the child is having outside agency involvement we will record in an **Individual Education Plan (IEP)**. The IEP will show the short term target(s) (maximum of three) set for the child, and the teaching strategies to be used in conjunction with the outside agency working with the child (such as Behaviour Support, Educational Psychology or Speech and Language Therapy). We will consult parents prior to any support being actioned. The SENCO works with the class teachers to support drawing up IEPs for children. The wordings of the targets on the IEPs are child friendly so that the pupil is fully aware of what is expected. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

From Spring 2015, a **Single Support Plan (SSP)** will replace SA and SA plus. SSP's will be collaboratively drawn up between school, parents and any outside agency working alongside the child. In a similar way to an IEP, SSP will include:

- short term targets
- teaching strategies
- provision for the child
- outcomes and a review date

In most cases, reviews will take place in October, January and June. However, if targets are not being met or are achieved, it is up to the class teacher to bring this to the SENCo's attention, and a review may happen sooner to make targets relevant.

A year handover meeting takes place between the class teachers in July when children's needs are discussed and a new provision map for terms 1-2 is drawn up collaboratively between the old and the new teacher.

If a child continues to demonstrate significant cause for concern and has not made the expected progress after outside agency intervention a request for **Education, Health and Care Plan (EHC)** may be made to the Local Authority (LA). A range of written evidence about the child will support the request and parents will be involved in this process. The purpose of an EHC is to make special educational provision for an individual child meeting all of the needs whether it be education, health and/or social care. An EHC plan will be reviewed annually by the local authority and will focus on the child's progress towards the outcomes specified in the plan.

Over the next few years the LA will be transferring existing statements of special needs to **Education, Health and Care Plans**.

## **Assessment**

Early identification is vital. We measure the progress of children in several different ways by referring to:

- The child's classroom performance, monitored by the class teacher through assessment and observation.
- Their progress against National Curriculum level descriptors and objectives
- Standardised screening and assessment tools

Slow progress and/or low attainment is not always an indicator of SEN, however it should not be assumed that learning progress in line with age related expectation means there is no learning difficulty. Complications with English as an additional language are not always assumed to be an SEN.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents, teachers and outside agencies to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

## **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, the work is differentiated appropriately, a range of technology can ensure that all children have equal access to the curriculum and assessment is used to inform the next stage of learning.

The school supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Roles and Responsibilities**

In our school, **the Head Teacher:**

- Has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs;
- Keeps the governing body fully informed with regard to pupils with special educational needs;

- Liaises with the school's SEN Co-ordinator and team;
- Ensures security and confidentiality of records and information in line with the Data Protection Act and Children's Rights.

In our school, **the SENCO**:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the work of the TAs, supports their professional development and plans and assists with TA performance management;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the governing body;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs, the TA team is integral to this;
- Contributes to the professional development of all staff.
- Liaises with receiving Secondary Schools concerning children with SEN.

In our school, the **Governing Body**:

- Has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Does its best to secure the necessary provision for any pupil identified as having special educational needs.
- Ensures that all teachers are aware of the importance of providing for these children.
- Ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- Identify a governor to have specific oversight of the school's provision for pupils with special educational needs. This Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### **Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed.

The head teacher and the SENCO meet annually to agree on how to use funds directly related to statements of special educational needs. The SENCO and Head Teacher draw up the resources bid when the school is planning for the next school improvement plan.

### **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The

home–school agreement is central to this. We have an open door policy and are always willing to listen to parents' views.

The SEN Governor takes a particular interest in special needs and is always willing to talk with parents.

We have three review meetings each year to share the progress of special needs children with their parents. We inform the parents of any extra intervention their child may be receiving (for a variety of reasons), and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. IEPs/SSP's for children at School Action Plus are always signed by the pupil and parents.

### **Pupil participation**

At Westfield school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work which begins in the Foundation Stage recognises the importance of children developing social, as well as educational skills.

Children are involved at an appropriate level in setting and reviewing targets in their interventions and their IEPs/SSP's. We actively encourage self assessment and review throughout the curriculum through the use of Assessment for learning and effective questioning in every lesson. The views of the child will be gathered through a One Page Profile.

We also recognise the need for children with Special Educational Needs to develop their independence and we seek to actively encourage them, as with all pupils, to take responsibility for their own learning. We do not use support staff to support children with SEN for every activity, as we feel this is counter productive to this outcome and for future life.

### **Monitoring and review**

The SENCO monitors the movement of children within the SEN system in school. Through the head teacher's report, the SENCO provides governors with summaries of the impact of the policy on the practice of the school.

The SENCO and the head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

Interventions are monitored and evaluated regularly to ensure value for money, that they meet the needs of the children and that they are having a positive impact on pupil achievement, attainment and progress.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

### **This policy is to be read in conjunction with:**

- Equal opportunities Policy;
- Inclusion Policy;
- Disability Discrimination Policy.
- The Children and Families Act 2014
- The Medical Needs Policy

**Ratified by FGB:**  
**Signed by SENCO:**  
**Signed by the CoG:**

**Date:**  
**Date:** January 2015  
**Date:**

**Review date:** September 2015

### **Addendum**

We offer a range of Intervention Groups that may differ according to need. The current groups are as follows:

#### **Literacy Intervention Support**

- Catch Up Reading Programme
- Reading Recovery
- Sound Discovery Individual Precision Teaching
- Direct Phonics
- Comprehension group
- Alpha to Omega
- Early Literacy Support (Percy Penguin)
- Talking Partners
- Leap into Listening
- Snappy Phonics
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#### **Numeracy Intervention Support**

- Springboard
- Number Box
- Numeracy catch up/booster groups
- Beam Booster Maths
- Numicon

#### **Speech and Language Therapy Intervention**

- Speech and Language Groups run by a S & L therapist and a trained TA
- Talking Partners
- Talk Boost

## **Occupational Therapy Support**

- Occupational Therapy Gross Motor Control Group
- Handwriting Without Tears
- Hand Gym Boxes
- Write From The Start

## **Behaviour, Emotional and Social Intervention Support**

- Individual Pastoral Support Programmes
- Social Skills Groups – Friends for Life, Socially Speaking

Alongside the National Curriculum assessments and APP, the SENCo can carry out further comprehensive testing to identify particular areas of weakness.

## **Special Educational Needs Assessments**

- Letters and Sounds Criterion References assessments - Phonic awareness screening
- NARA Neale Analysis of Reading and Comprehension
- Vernon Word Spelling assessment
- Basic Diagnostic Number Test - (5-7yrs)
- Basic Number Screening Test - (7-12yrs)