



POLICY FOR S.E.N.

Document history

Date	Description [i.e. draft, consultation with staff, approval by Governors, review due]
Sept 2014	Draft in light of new code of practice
October 2014	Discussed and approved by governors
March 2017	Updated to include changes in terminology

Introduction

At Ivybridge Primary School our named Special Educational Needs Co-ordinator (SENCO) is our Head Teacher Ms Caroline McKay. She is supported in this role by Mrs Judy Kirby (SEN consultant) and Mrs Farhana Letzelter (SEN administrator). The named Governor responsible for SEN is our Chair of Governors Ms Debbie Squires. They ensure that the Ivybridge Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

AIMS

The governing body and staff in the school aim to ensure that all pupils enjoy a broad, balanced and relevant education which meets individual needs. This is based on the principle that through careful monitoring of all pupils needs are identified early and procedures are in place for responding quickly, professionally and effectively to children's difficulties. We aim to overcome potential barriers to learning and achievement and to meet children's diverse learning needs by setting suitable learning challenges for all children.

There are four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

DEFINITIONS

Children have special educational needs if they have a **learning difficulty** that 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.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

PRINCIPLES

- Ivybridge Primary School seeks to provide a stimulating and caring environment in which individuals have the opportunity to achieve their full potential, developing at their own pace.
- Each child is entitled to a broad, balanced and relevant curriculum regardless of their gender, race, culture and religious beliefs.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- All staff share responsibility for the identification of special needs and the learning of every child in their care the school will provide appropriate training for members of staff.
- Parents have a vital role to play in supporting their child's education and we seek to develop a partnership with parents, taking account of their wishes, feelings and knowledge concerning their children.
- We encourage the participation of children with SEN in making decisions about their education and seek their views wherever possible.
- We seek to collaborate with all agencies involved with the child's well-being and development.
- We adhere to Hounslow's school admission policy.

The school will have regard to the **Special Educational Needs Code of Practice (2014)** when carrying out its duties toward all children with special educational needs and ensure that parents are fully involved in the decision making process regard the provision that is made for their child.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the 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.*

We aim to meet the needs of all children through a continuous cycle of planning, teaching and assessment which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific areas fall significantly outside the expected range may have special educational needs. We believe that early intervention will often prevent difficulties from escalating and aim to ensure that children are provided with appropriately differentiated work to enable them to make progress.

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 should be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class.
- use the assessment processes to identify any learning difficulties.
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- involve parents in implementing a joint learning approach at home.

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. The school is able to make arrangements for assessments of bilingual children to be undertaken in their first/home language in order to support the assessment process.

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. Steps taken will be described under the following headings:

Registration of concern

The school's assessment procedures and practices 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.

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 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 improved 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 LA support services for one-off or occasional advice on strategies or equipment (available under 'buy-back' arrangements)

Individual Support Plans

Strategies employed to enable the child to progress will be recorded within an Individual Support Plan (ISP). The ISP 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 ISP is reviewed).

The ISP 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 ISP 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 ISP. At *School Action Plus* external support services, will usually see the child so that they can advise teachers on new ISPs 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 the 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 ISP 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 ISP 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 the LA, the child will have demonstrated significant cause for concern. The LA 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*.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies.

The LA 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 LA to determine the child's special educational provision through an Education, Health and Care Plan (EHCP). An **EHCP** will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- the special educational provision necessary to meet the pupil special educational needs
- the type and name of the school where the provision is to be made
- relevant non-educational needs of the child
- information on non-educational provision

All children with EHCPs of special educational needs will have short-term targets set for them that have been established after consultation with the parents and the child. These targets will be set out in an ISP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ISP will continue to be the responsibility of the class teacher.

Annual review of an EHCP

All EHCP must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. They will be 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 EHCP. 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 similar timescales to other parents. The transition to secondary school is facilitated by a meeting of the SENCOs from both schools in the Summer Term to exchange information.

ROLES AND RESPONSIBILITIES

The Governors

The Governing Body has a statutory duty to see that special needs in the school are identified and met, that resources are allocated appropriately and that decisions about policy are communicated effectively and kept under regular review. There is a delegated Governor for SEN. It is the SEN Governor's responsibility to:

- ensure that the Governing body is up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- ensure that the Governing Body is fully involved in developing and monitoring the school's SEN policy
- ensure that SEN provision is part of the school development plan
- ensure that the quality of SEN provision is continually monitored

The SEN governor will do this by:

- becoming informed about relevant documents and legislation
- liaising with the SENCO and the Headteacher
- visiting the school to become familiar with SEN provision
- monitoring developments and progress in SEN
- reporting back to the Governing body
- questioning decisions of the Governing body which have implications for SEN attending relevant training sessions
- with the Governing body's agreement, making representations to the LA on behalf of the Governing Body

Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs. She will keep the Governing Body fully informed. At the same time the headteacher will work closely with the school's SENCO.

SENCO (Special Educational Needs Co-ordinator)

The role of SENCO at Ivybridge Primary School is currently being undertaken by Mrs J Kirby. She has the overall responsibility for the day-to-day operation of the school's SEN policy and for the following areas:

- Maintaining and overseeing records on all children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Liaising and advising fellow teachers
- Co-ordinating the deployment of funding, equipment and personnel resources
- Managing learning support assistants
- Liaising with parents of children with special educational needs

Class Teachers

Class teachers are responsible for :

- Identifying children's needs and taking initial action in consultation with the SENCO
- Implementing and monitoring Individual Support Programmes (ISPs)
- Consulting with parents, SENCO and other agencies to meet the child's needs

Curriculum Coordinators

- Identify and advise on resources which may support specific needs

Classroom Assistants

- Support the teacher in assessing children's needs
- Support the child in working on their ISP
- Support the teacher in monitoring progress with ISPs

Parents

- Provide information to assist the school in assessing and supporting the child's needs
- Support the child in meeting targets

Complaints Procedures for parents

All difficulties should first be raised with the class teacher. If for any reason this is not possible, parents should discuss concerns with the SENCO or the Head teacher. In circumstances where matters cannot be resolved within the school, the Chair of Governors may be contacted in writing.

RESOURCES

Finance

Funding is delegated to the school through the LA's LMS formula to support children with special educational needs and disabilities who do not have EHCPs. This funding can be used flexibly according to the needs of the school. It provides the means for the school to deploy staff effectively and protects release time for the SENCO to fulfill their role. Some of this funding provides material resources or equipment to support children's learning.

Funding is allocated individually for children with EHCPs according to their level of need. Funding can be used to provide adult support, specialist services (for example physiotherapy, occupational therapy, speech and language therapy) or equipment and materials specific to the child's needs.

The school contributes to the LA buy-back scheme which enables it to draw on specialist expertise and resources when necessary.

Staff Deployment

Support staff are allocated either to classes for general support or where appropriate to specific children identified through EHCPs. It is the responsibility of the SENCO to ensure that support staff are deployed effectively across the school and that the needs of children are being met.

Teaching Materials

We are committed to developing and improving the materials and equipment available in school to support children's learning needs. The SENCO is responsible for ordering specific materials or equipment for SEN in consultation with curriculum co-ordinators.

PROFESSIONAL DEVELOPMENT

We are committed to the professional development of all staff in areas related to SEN. It is the SENCO's responsibility to co-ordinate training needs and to highlight relevant courses to staff. In addition to school-based INSET, staff are encouraged to attend LA courses and seminars in order to develop their knowledge and expertise in specific areas. DfES recognised induction courses are offered to all new Teaching Assistants. Lunchtime supervisors' training includes strategies in behaviour management. Governor training in SEN is available through Hounslow Governor Development & Training programme.

MORE ABLE PUPILS

The school's Able Pupil's Policy outlines provision for children who perform consistently above the level of their class and for those children of exceptional ability in one or more areas who may need special provision.

SUPPORT SERVICES

Apart from the school's own resources, the school works in close co-operation with the LA, health services and social services in order to meet children's special educational needs.

These external agencies include:

- Early Intervention Team
- Health Services
- Speech Therapy
- Social Services
- CAMHS (Child and Adolescent Mental Health Service)
- EWO (Educational Welfare Officer)

SPECIAL FACILITIES

Ivybridge School is built on one level with double doors, enabling free movement of wheelchairs around the building. There are disabled toilets and ramp access to most external doors. Where possible we aim to provide ease of access to areas and will continue to review the school environment.

MONITORING & EVALUATION

The implementation of this policy will be monitored and its effectiveness evaluated on a regular basis, once a year or sooner if legislation or circumstances change.