

MARSDEN COMMUNITY PRIMARY SCHOOL

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SEN POLICY

Marsden Community Primary School

September 2013

Policy for Meeting Special Educational Needs

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About this policy

By law, the school must:

(1) maintain an SEN Policy which must be approved by the full governing body; it must be reviewed as the governing body decides;

(2) ensure that there is a member of staff designated as Special Educational Needs (SEN) Co-ordinator, responsible for co-ordinating special educational provision for students in the school in accordance with the school's SEN Policy. This can include providing advice to other teachers on supporting children with special educational needs and liaising with agencies outside the school. This SEN Policy sits alongside the school's Single Equality Scheme. Both policies cover issues of disability, but in different ways:

- The SEN Policy sets out the school's provisions, criteria and practices for students who have special educational needs, some of whom will also have a disability
- The Single Equality Scheme includes the school's provisions, criteria and practices for all persons in the school who have a disability, some of whom will be students who also have special educational needs

Introduction

This policy is in keeping with the school's aims, its teaching and learning policies, and its commitment to inclusion in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs. The culture, practice, management and deployment of the school's resources are designed to ensure that all students' needs are met.

Monitoring and evaluating the success of the policy

The policy will be monitored and evaluated by:

- Senior Leadership Team (SLT) and SENCo
- Governors, advisors and inspectors

The policy and/or procedures will, where necessary, be revised in light of these evaluations.

Objectives of the Policy

- To ensure that all students with SEND are quickly identified as such and have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs, in accordance with the SEN Code of Practice
- To help students with SEN make progress in line with national expectations by narrowing the gap between their attainments and those of their peers
- To build an effective partnership with parents and carers

Number of students with SEN at Marsden Primary School

The number of pupils with special educational needs and/or disabilities, including those with a statement of special education need is above average.

In the school's latest OFSTED report (October 2010) the following comments relate to the quality of special educational needs provision at the school.

"...pupils with special educational needs and/or disabilities...make good progress. This is because they receive regular good quality support in small groups and individually from a teacher or teaching assistant."

"...all pupils, including the most vulnerable, are very well supported during their time in school."

Facilities to support students with SEN

The Inclusion Team is located on the first floor of the school, near the Bentley Street entrance, with discrete teaching rooms, offices and a meeting room.

The Inclusion Team consists of:

Inclusion and SEND Coordinator- Mrs Sewell

SENCo Assistants/ Education and Family Advisors- Mrs Morris, Mrs Bradley

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Parental Support Advisor- Mrs Butt

Learning Mentors- Mr Ayub, Mrs Rashid, Miss Harding

1-1 Teacher Support- Mrs Bryant, Miss Bibby

SEN Specialism

Marsden Community Primary School does not have a specialist SEN unit nor does the school specialise in any particular area of SEN.

What are 'reasonable adjustments'?

Schools have a duty under the Equality Act 2010 to make '*reasonable adjustments*' for disabled persons. The duty is 'to take such steps as it is **reasonable** to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by the school, or caused by the absence of an appropriate auxiliary aid or service. Steps which we consider it reasonable to take, to avoid placing a student with a learning difficulty or a disability at a disadvantage, include the provision of:

- printed notes for some lessons where students need to take away a large amount of information;
- differentiated lessons where pace, language, structure or method of delivery are adapted to students' needs;
- coloured reading overlays and electronic spellcheckers for dyslexic students;
- pen grips;
- adapted PE equipment;
- adapted keyboards, computer software or dictaphones for students with significant difficulty in writing or recalling what they have learned;
- support staff who collect a student for learning support activities, if the student is likely to forget to attend because of his or her learning difficulty or disability;
- assistance with medication (only prescribed medicines as directed by NHS staff and at the written request of the parent / guardian);
- training for staff in the use of Epipens, to protect students with anaphylaxis;
- differentiated criteria for inclusion in a school activity or policy;
- many other reasonable adjustments.

The duty to make reasonable adjustments requires the school to take positive steps to ensure that disabled students can fully participate in the education provided here, and that they can enjoy the other benefits, facilities and services which the school provides. It is an '*anticipatory duty*': that is to say, the school must think in advance about what disabled students might require and what adjustments might need to be made for them.

However, it is clear that:

- the school will be better able to anticipate a student's needs where parents have provided all of the relevant information to help staff do this
- supportive action by the school through '*reasonable adjustments*' such as these can prevent what might otherwise amount to a learning difficulty or disability for the student in later life.

When does a student have special educational needs?

- (1) a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) a child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The SEN Code of Practice groups special educational needs under these headings:

- i. Communication and interaction
- ii. Learning difficulties
- iii. Behavioural, emotional and social difficulties
- iv. Physical and/or sensory needs

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Please see Appendix 1 for more information

A student does not have a learning difficulty or disability simply because the language in which they are (or will be) taught is different from the one they speak at home. Nor does a student have special educational needs simply because their attainments are lower than would be expected at their age: factors which may have contributed to poor progress (such as poor attendance or effort) need to be considered and the reasons for them must be understood.

How are students' special educational needs identified?

At Marsden Community Primary School we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and through assessment at the start of the Foundation Stage Year.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life.

Students' special educational needs are identified as a result of:

- Consultation with their classteacher and / or the SENCo
- The Foundation Stage Profile Scores
- Development Matters
- Monitoring of progress, consultation with teachers and subject coordinators
- The P scales, using the Lancashire PIVATS.
- End of Key Stage 1 SATs
- Optional SATs tests in Years 3, 4 and 5 in English and Maths
- Cognitive assessment
- Discussion with pastoral staff
- Observation and feedback from support staff and external agencies

The tests used in school for diagnostic purposes are:

- British Picture Vocabulary Scale (BPVS)- receptive language
- Renfrew- express language
- Neale Reading Test
- Naglieri
- WRAT (Writing, Reading and Arithmetic Test)

What is special educational provision?

All students, including those with SEN, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governing Body of the school is ultimately responsible for ensuring that all students receive the curriculum to which they are entitled.

Special educational provision is additional to or different from that which would normally be provided for students of the same age in the school. It might include support from a specialist teacher or a teaching assistant, access to a specialist teaching programme or specialised equipment and materials. At Marsden Community Primary School, special educational provision will be recorded in an Individual Education Plan.

By law, the school must use its best endeavours to ensure that the special educational provision that is called for by a student's special educational needs is made.

Individual Education Plans for students with special educational needs

Students with special educational needs require educational provision which is additional to, or otherwise different from, the educational provision made generally for students of their age. This additional planned provision is reviewed termly to assess its impact.

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Students with a Statement of SEN (or, in future, an Education, Health and Care Plan) will be included in one or more Intervention Plans/ Annual Reviews setting out learning goals which meet the *SMART* standard:

Specific;
Measurable;
Achievable;
Relevant;
Time-bound.

Individual Education Plans will detail the staffing, strategies and resources being provided to support the student, as well the arrangements for monitoring and reviewing the impact of the Plan. Each Individual Education Plan will have a staff lead (the member of staff delivering the intervention) and a co-ordinator (the member of staff responsible for monitoring and reviewing the Plan). Please see Appendix 2 for the IEP format.

Informing staff about students' special educational needs

Where a student has additional needs, those needs must be clearly communicated to all staff. Students' additional needs are summarised on the school's special needs register or additional needs register (medical) class and information is circulated by the SEND Co-ordinator and lead support staff. For each student the information will show either:

- No special needs, or
- Reasonable adjustments (formerly known as 'School Action'), or
- Special educational needs (formerly known as 'School Action Plus'), or
- Statement of Special Educational Needs (from 2014, this will become "Education, Health and Care Plan").

Informing parents and students

(1) If a student at Marsden Primary School has a Statement of SEN / Education, Health and Care Plan, then the Local Authority which maintains the Statement or EHCP has a duty to inform the student's parent or guardian that special educational provision is being made for the student at Marsden Community Primary. The school will invite the parent or guardian to contribute to Annual Review meetings in accordance with the SEN Code of Practice;

(2) If special educational provision is made for a student at Marsden Community Primary and the student does not have a Statement of SEN or EHCP, then the school has a duty to inform the student's parent or guardian that special educational provision is being made;

(3) If '*reasonable adjustments*' are made for a student, the school does not have a duty to inform the student's parent or guardian that these adjustments are being made.

Statutory assessment, Statements and Education, Health and Care Plans (EHCPs)

When a student's special educational needs cannot be met from the resources normally available, the school will seek the consent of the parent(s) / guardian(s) to request that the Local Authority conduct a Statutory Assessment. The Local Authority must then decide whether or not to conduct such an assessment and, if they do, whether or not to make a Statement of Special Educational Needs / Education, Health and Care Plan (EHCP) for the student.

Parents / guardians may themselves request that the Local Authority conduct such a Statutory Assessment by writing directly to the Authority. In either case, communication between home and school is very important so that the right decisions will be made and the necessary information can be gathered.

Reaching agreement and the right to appeal

Where the school makes a decision in accordance with this policy in relation to a student and the parent or guardian disagrees with the decision, they should first write to the SEN Co-ordinator, setting out their view. If they are not satisfied with the SEN Co-ordinator's final decision, they should write to the Headteacher, explaining the grounds for disagreement and asking for a review in accordance with this policy. In law,

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- (1) the parent(s) of children and young people in England who are of compulsory school age and in school can:
- a) request a statutory assessment of their child's special educational needs by writing to their Local Authority;
 - b) make a disability discrimination claim to the First Tier Tribunal;
- (2) students who are over compulsory school age and in school (for example, in Sixth Form) can make disability discrimination claims to the First-tier Tribunal themselves. In each case, however, it is in everyone's best interest to try to reach agreement first, either through meeting with staff in school or through formal mediation.

Policy approved:



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APPENDIX 1:

The four areas of special educational need

(i) Communication and interaction

Students may have one or more of these difficulties, affecting learning (including literacy), socialisation and emotional development:

- (a) Developmental Language Delay: for example, a delay in language comprehension, expression or interaction; progress, however slow, follows a 'normal pattern' of development;
- (b) Developmental Language Disorder: for example, development in language comprehension, expression or interaction will show an uneven or unusual pattern;
- (c) Phonological/Speech Difficulty: this refers to the student's ability to produce intelligible speech and will include those with specific difficulties including verbal dyspraxia and dysarthria;
- (d) Receptive Language Difficulty: the student may have particular difficulty attaching meaning to words and developing concepts or have difficulties understanding complex grammar or implied meaning;
- (e) Expressive Language Difficulty: the student may have difficulty accessing vocabulary, using complex grammar, organising ideas, structuring sentences and conveying intended meaning;
- (f) Autistic Spectrum Conditions / Disorders: autistic conditions are now generally regarded as developmental patterns linked to neurological factors, affecting social interaction and relationships, language and imagination with (typically) restricted and repetitive patterns of self-chosen behaviour.

(ii) Learning difficulties

Students with general learning difficulties have academic attainments which are significantly below those of their peers due to a slower rate of learning. They will have difficulty acquiring and applying basic literacy, numeracy and language skills. Additionally, they may have difficulty with concentration, memory, social skills and self-esteem. Some students may have specific learning difficulties in reading, writing, spelling or manipulating numbers, which are not typical of their cognitive ability or general level of performance. They may gain some skills quickly and demonstrate a higher level of ability orally, yet may encounter sustained difficulty in gaining literacy or numeracy skills. These difficulties may sometimes be associated with significant problems of:

- Sequencing and short-term memory
- verbal recall or significant delays in language functioning (e.g. word retrieval difficulties)
- visual and auditory perception
- developmental co-ordination difficulties (dyspraxia)
- frustration and self-esteem

(iii) Behavioural, emotional and social development

Students with significant behavioural, emotional and social development difficulties will show evidence of emotional instability or disturbed behaviour that is significantly different from that of their peers. They may be hyperactive and have difficulty concentrating and applying their learning. They may appear withdrawn or isolated, be disruptive and disturbing and may also have low self-esteem. The impact of their behaviour may affect their academic achievement. Where a student is at risk of permanent exclusion, a Pastoral Support Plan (PSP) will be implemented; for students with special educational needs, the PSP will be linked with the provisions of the student's Intervention Plan(s) so that all needs continue to be met at the same level. A PSP is not a separate stage on the SEN Register but simply an additional strategy.

(iv) Sensory and/or physical needs, including medical conditions

The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; a few students will have multi-sensory difficulties, some with associated physical difficulties. For some, the inability to take part fully in school life causes significant emotional stress or physical fatigue.

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APPENDIX 2: IEP

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Name: A***s Class:	DOB: 15/01/2005	SEN Stage: School Action	IEP number: 7
What is the difficulty?	Target	Resources	Evaluation
A***s is finding it difficult to gain age appropriate phonic skills which are impacting on his reading and writing ability.	To learn the below grapheme- phoneme correspondences within phase 3 letters and sounds. Consonant digraphs (consolidate) sh, ch, th, ng Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, er	Help A***s learn the letter sounds in isolation <ul style="list-style-type: none"> Flash cards Sound bingo Sound strips Practice <ul style="list-style-type: none"> Ask A***s to blend a word containing the new sound (use Jolly Reader books and Dandelion Readers-specific phonic books) Ask A***s to spell a word containing the new sound e.g. rain, sheep Application Practice the sound within reading and writing.	Partially achieved. A***s has worked hard on this target. He is now consistent and secure with reading and writing words containing consonant digraphs. A***s has made some progress in learning vowel digraphs and he now knows the grapheme-phoneme correspondences for ai, ee, oa, oo and ar. He would benefit from continuing this target and learning the remaining vowel digraphs.
A***s appears to have some visual perceptual difficulties which is resulting in him confusing letters that look similar.	To be able to correctly name (letter sound) and write the below letters b/d, u/n, u/v, p/q, y/h	<ul style="list-style-type: none"> Recognition games Tracing letters- multi sensory b,d,p,q activity book (SEN cupboard) VAK techniques e.g. bed 	Mostly achieved. A***s can recognise, name and write all the letters but he is not totally accurate in differentiating between b and d.
A***s is finding it difficult to gain age appropriate numeracy skills. He needs to develop his knowledge of the number system and place value. A***s can be reliant on practical apparatus when calculating. He would benefit from developing his mental math skills.	To say what number comes next, what is 1 more/ less, what is 2 more/ less (up to 20). To add and subtract numbers of objects to 20 using mental methods	<ul style="list-style-type: none"> Counting forwards and backwards Missing number sequences Number stories e.g. there were 7 boys and 2 more boys arrive. How many boys are there? Addition number bond packs Counting on/ back from a given number Missing number sentences e.g. 6+ <input type="text"/> = 11, <input type="text"/> - 3 = 9 Number bond family sorting Simple word problems involving numbers up to 20. 	Achieved. He can now say 1 and 2 more/ less than a number up to 50! A***s is aware of the language and symbols associated with addition and subtraction. A***s is now using mental methods to solve simple calculations. A***s is beginning to show a real enjoyment in numeracy, well done!
Other interventions/ programmes that are in place:			
Occupational therapy group. Theodore's handwriting programme Speech and Language programme/ Narrative therapy group.			

IEP completed by:

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