



YSGOL GYNRADD ROGIET PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS (SEN) POLICY –

May 2018

Introduction

The school provides a broad, balanced and relevant curriculum for all children, with the National Curriculum being the starting point for planning that meets the specific needs of individuals and groups of children.

Children may have special educational needs (SEN) throughout, or at any time during, their school life. This SEN 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.

Furthermore, this policy will comply with guidelines set in the Code of Practice for SEN (2002) and with LA regulations and practice.

Definition of Special Educational Needs (SEN)

A child has SEN if he or she:

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age;
- b) has a disability, which limits the child's use of the school facilities;
- c) is recognised as being "gifted", more able in one or more particular areas.

The 1981 and 1993 Education Acts instructed schools to distinguish between the different stages of assessment – mainly school-based for Stages 1 to 3, and multi-professional assessment for Stages 4 to 5.

The Education Act 1993 placed a duty on the Secretary of State for Education to issue a Code of Practice and established the power to revise it from time to time. The current SEN Code of Practice (COPP, with effect from 1 April 2002, replaced the 1994 Code in Wales. LA's schools, early years settings and those who help them – including health and social services – must have regard to it and cannot ignore it.

Statutory duties on LA's, schools and early education settings introduced by the Special Educational Needs and Disability Act 2001 and revised Regulations came into force on 1 April 2002.

Aims and Objectives

To create and provide an environment where:

- a) all pupils have the right to learn together (see Equal Opportunities Policy)
- b) SEN children are accepted irrespective of their difficulties
- c) SEN children should have equal and full access to the NC and Desirable Outcomes for children's learning before Compulsory School Age (ACCAC) alongside mainstream pupils, following a broad, balanced, relevant curriculum with clearly identified differentiation inbuilt
- d) provision will be made for individual pupil's specific needs and that:
 - meets the special educational needs of each child.
 - ensures the special educational needs of pupils are identified, assessed and provided for
 - makes clear the expectations of all partners/agencies in the process

- identify the roles and responsibilities of staff in providing for children’s special educational needs
 - provide individual development plans (IDPs) and review progress regularly
- e) parents/carers have a vital supporting role
- f) the views of the child be sought and taken into account.

Educational Inclusion

Definition of Inclusion

- “Inclusion is a process that offers equal opportunities for all to achieve their full potential.
- Inclusive practices are those that respond positively to diversity.
- An inclusive culture exists when people value each other through positive interaction.”

(Handbook of Good Practice for Children with Special Educational Needs, 2002)

At Rogiet Primary School, 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;
- planning to develop children’s understanding through the use of all available senses and 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 traumas or stress, and to participate in learning.

Responsibilities

Leader for Additional Learning Needs	Mrs. Emily Harrison (ALNCO/SENCO) Mr. Rhys Clewer (Acting ALNCO – maternity cover) (See Appendix for role and responsibilities)
More Able and Talented Coordinator	Mrs. Lauren Miles (Foundation Phase Leader)
Special Needs Designated Governor	Councillor Mrs. Hazel Bennett
LA-Advisory/Specialist Personnel	Mrs. Ceri Bater (MCC SEN Statementing Officer) Mr. Richard Austin (Inclusion Officer) Mrs. Julia Young (Educational Psychologist)

The ALNCO/SENCO operates in collaboration with the head teacher and governing body, playing a key role in determining the strategic development of the SEN policy and provision within the school in order to raise the achievement of children with SEN. The ALNCO/SENCO 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 ALNCO/SENCO collaborates with curriculum leaders/co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect.

All teaching and non-teaching staff are involved in the development of the school’s SEN policy and are aware of the school’s procedures for identifying, assessing and making provision for pupils with SEN.

The Role of the Governing Body

All maintained school governing bodies have important statutory duties towards pupils with SEN. Rogiet Primary School Governing Body decides the school's general policy and approach to meeting pupils' special educational needs for those with and without statements. They help to establish the appropriate staffing and funding arrangements, and maintain general oversight of the school's work.

The governing body does its best to secure the necessary provision for any pupil identified as having SEN and ensure that all teachers are aware of the importance of providing for these children.

The governing body reports to parents annually on the school's policy on SEN, (Education Act 1996). One governor of the governing body is designated as the link person to have specific oversight of the school's arrangements and provision for meeting SEN.

School Admissions

The LA is the admissions authority. Applications from parents with children who have special educational needs but without statements must be treated as fairly as all other applicants for admission. Similarly, the LA cannot refuse to admit children on the grounds that they do not have a statement of special educational needs or are currently being assessed. There is a clear expectation within the Education Act 1996 that pupils with statements of special educational needs will be included in mainstream schools. A parents' wish to have their child with a statement educated in mainstream should only be refused where the child's inclusion would be incompatible with the efficient education of other children.

Allocation of Resources

Resources are provided through three main channels:

- School budget share
- LA, SEN funding
- Pupil Deprivation Grant (if applicable)

Support for SEN pupils with a statement or with identified and specific needs, funded by the LA, is given to those pupils by a LSA (Learning Support Assistant). Generally such funding is reviewed annually. All other pupils on the SEN register are catered for within the School Budget Share.

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

The head teacher informs the governing body of how the funding is allocated to support SEN has been employed.

Identification and Assessment

Early identification is vital. Most commonly a concern is recognised by the class teacher or parent. Early intervention can prevent further difficulties; the earlier action is taken, the more responsible the child is likely to be.

All teachers are teachers of children with SEN and thus all teachers are responsible for identifying children with SEN.

Early identification is made through:

- Foundation Phase profile (Reception)
- teacher observations/formal and informal;
- samples of pupil work;
- National Testing/standardised test results;
- CAT's scores;
- background information (medical etc);
- children's assessment of own progress;
- parental evidence
- recognised disability.

When classroom assessment has taken place the following considerations are given when addressing whether or not a child has SEN:

- achievement in excess of peers;
- a weakness in one or more areas of the curriculum;
- under attainment
- under achievement
- identification of behaviour/discipline problems.

The National Curriculum is a statutory requirement for all maintained schools and sets out the areas and content of learning in each key stage, with differentiation of learning activities helping to meet the learning needs of all pupils.

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

Graduated Responses

A "graduated response" approach recognises that there is a continuum of special educational needs and, where necessary, increasing specialist expertise and support may be needed.

In the first instance, full use of available classroom and school resources is used.

Teachers' planning and teaching strategies recognise the needs of all children as individuals and ensure inbuilt progression, relevance and differentiation. Differentiation will form a key part of teaching and learning (Stage 1).

However, if evidence supports that, despite differentiation, there is:

- little or no progress, even through weaknesses have been targeted;
- poor attainments remain in literacy/numeracy;
- persistent behaviour concerns are not ameliorated by the school's behaviour management techniques; or,
- little or no progress in communication and/or interaction difficulties despite differentiated curriculum.

further intervention should then be taken (Stage 2) – intervention that is additional to or different from that provided as part of the school’s usual differentiated curriculum and strategies.

Stage 2 or **School Action** (SA) involves the class teacher discussing with the ALNCO/SENCO and parents whether the child should be at School Action Stage.

At Stage 2, the class teacher is responsible for:

- devising intervention;
- working with child daily;
- planning and delivering IDP; (See Appendix)
- keeping parents informed.

The ALNCO/SENCO is responsible for:

- gathering information (consent)
- planning future interventions;
- monitoring and reviewing action;
- further assessment to clearly identify strengths/weaknesses.

A request for help from external services (See Appendix) is likely to follow a decision taken by the ALNCO/SENCO and colleagues, in consultation with parents, at a meeting to review the child’s IEP. A school should always consult specialists when they take action on behalf of a child through School Action Plus (Stage 3). The basis for **School Action Plus** (SAP) emerges when despite individualised programme and/or concentrated support at School action there is:-

- little or no progress in specific areas over a long period;
- working at FP outcomes/NC levels substantially below expected for age;
- continued difficulty developing literacy/numeracy skills;
- EBD despite individual behaviour management programme; (see Appendix)
- Sensory/physical needs require additional specialist equipment/advice/visits from specialists;
- On-going communication/interaction difficulties that impede development of social relationships and cause substantial barriers to learning.

Where a request for a **statutory assessment** is made by the school to the LA, the children will have demonstrated significant cause for concern. The LA will seek from the school evidence, i.e.:

- the school’s action through School Action and School Action Plus;
- 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;
- NC levels of attainment, including those in literacy and numeracy;
- Educational and other assessments for example from an advisory specialist support or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals;
- Any involvement by Social Service or Educational Welfare Services.

All statements for primary-aged pupils must be reviewed at least annually and involve all partners concerned. The purpose of the review is to integrate a variety of perspectives on the child’s progress, to ensure that he/she is achieving the desired outcomes and, if necessary, to amend the statement to reflect newly identified needs and provision. Where children are “looked after” by the LA or are “in need”, consideration will be given to holding the SEN review and a “looked after” or “child in need” review at the same time.

SAPRAs (School Action Plus Resource Assist)

Monmouthshire County Council will consider the application for a SAPRA, similar to a Note in Lieu, where a pupil has a required level of support, but is not yet recognised for Statementing Procedures. It is anticipated that SAPRAs are shorter term plans for pupils who are expected to make enough progress to return to School Action/School Action Plus.

Access to the Curriculum

All children in Rogiet Primary School have an entitlement to a broad and balanced curriculum, which is differentiated to enable children 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 clearly defined learning objectives, work is differentiated appropriately, and evaluations of pupils' learning are used to inform the next stage of learning.

Individual Development Plans (IDPs), which employ a small-steps approach, feature significantly in the provision made in school for pupils with identified special education needs. Children at School Action and School Action Plus/SAPRA have an IDP.

We support children in a way that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation. Nevertheless, there may be occasions that, to maximise learning, children work in small groups or in a one-to-one situation outside the classroom.

Partnership with Parents/Carers

The school prospectus contains details of our policy for special educational needs. The governors' annual report to parents/carers contains an evaluation of the policy in action. A named governor takes a special interest in special needs and parents are informed of the named governor in the school prospectus and annual governors' report to parents.

Parents are consulted in the earliest stages when a teacher voices concern about a pupil. They are informed of IDP's and are asked to support all school-based work. We also endeavour to support parents who require help in supporting their child, through consultations and workshops. Parents are informed of any outside intervention.

Monitoring, Evaluation and Reviewing

Class teachers monitor, evaluate and review their own pupils' progress, feeding back to the ALNCO/SENCO who has all overall view of the children within the SEN system in Rogiet Primary School.

The ALNCO/SENCO supports teachers in drawing up IDP's, provides staff and governors with a summary of the policy on the practice of the school, and liaises with the name governor with responsibility for SEN.

The Governing Body reviews the provision for special educational needs annually.

Transition Arrangements

Close links are maintained with Chepstow and Caldicot Comprehensive Schools. Teachers from both schools liaise and visit pupils and teachers during a pupil's Year 6. There are opportunities for discussion about a child's special needs as well as carrying these through a written report. A child's

history and specific needs are always communicated to a receiving school before the child leaves us. Pupil records are duly sent on.

Complaints Procedure

Parents/carers are encouraged to discuss concerns with us at any time. Complaints should be referred, in the first instance, to the head teacher.

Access Facilities

The school is on one level, has wide corridors, a large hall and spacious work areas. All of the building is full accessible for wheelchair access. Easy movement around the school is offered with no restricted areas. Lighting is adequate and sensor controlled. No interference would be anticipated from background noises as the building has been rigorously acoustic tested. Resources are displayed to allow for easy access. There is vehicle access to the main entrance as well as dedicated disabled parking.

A medical room is available for any child's medical needs to be attended to. Disabled toilet facilities are available in 3 areas of the school. One of these toilet cisterns is smaller for infant pupil access. A shower with full disability features is also available.

Computers are an important and integral resource in every classroom to assist individual learning, with a range of programmes available to meet individual requirements. LA support staff advise on utilising specialist programmes. Listening Centres are also available in all classrooms, plus a number of Dictaphones.

Equal Opportunities

SEN pupils have equal and full access to all curriculum areas and to extra-curricular activities.

ROLE AND RESPONSIBILITIES OF THE SPECIAL NEEDS CO-ORDINATOR (SENCO)

In Rogiet Primary School, the SENCO:

- manages the day-to-day operation of the whole school agreed SEN policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- support and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all pupils with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- contributes to the in-service training of staff
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with a range of external agencies and other support agencies;
- monitors, evaluates and reviews the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to the children with special educational needs.

INDIVIDUAL DEVELOPMENT PLAN
(Renamed from Individual Education Plan from 2016/17)

What is an IDP?

An IDP:

- is a planning, teaching and reviewing tool;
- underpin the process of planning intervention for individual pupils with SEN;
- set out teaching and learning plans i.e.

“what” (should be taught)

“how” (it should be taught)

“how often” (different/additional intervention takes place)

- is a structured planning document of the differentiated steps and teaching requirements needed to help pupils achieve identified targets;
- is a working document for all teaching staff;
- must be accessible and understandable to all concerned including the child, where appropriate, and to the parents.

When should an IDP be used?

To plan interventions for individual pupils made through:

- Early Years Action or Early Years Action Plus
- School Action or School Action Plan
- For pupils with statements of SEN

What should be included in an IDP?

IEP's should focus on two or up to three individual targets and should include information about:

- short-term targets set for or by the pupil;
- teaching strategies to be used;
- provision to be put in place;
- date of plan review;
- success and/or exit criteria;
- outcomes (to be recorded when IDP reviewed)

Content of an IDP

IDP's should focus on:

- up to 3 individual targets set to help meet the individual pupil's need and particular priorities;
- targets should relate to key areas in →
 - communication
 - literacy
 - numeracy
 - aspects of behaviour
 - physical skills
- the pupil's strengths and successes should underpin the targets set and the strategies used.

Managing IDP's

- The system used must be manageable.
- IDP targets must be achievable for both the pupil and the teacher.

Monitoring and Reviewing IDP's

- Ideally IDP's should be continually kept under review.
- However, the success of all IDP's should be evaluated at least twice a year.

IDP's should:

- raise achievement for SEN pupils
- be seen as a working format
- use a simple format
- detail provision 'additional to' or 'different from' that generally available for all pupils
- be jargon free
- be comprehensible to all staff and parents
- be available to all staff as necessary
- promote effective planning
- help pupils monitor their own progress
- result in good planning and intervention by staff
- result in the achievement of specified learning goals for pupils with SEN.

SUPPORT SERVICES

Examples of Support:

- advice on IDP's
- PSP's
- staff training
- policy advice
- whole school systems
- strategies
- behaviour issues
- disabilities
- impairments
- emotional concerns

Support Services:

Educational Psychologist (LA)
Specific Learning Difficulties Unit (LA)
Clinical Psychologist (Health)
School Nurse (Health)
Social Services (MCC)
Education Welfare Officer (LA)
Pupil Services (LA)
Hearing Support Service
Visual Impaired Service
Speech and Language therapists

EMOTIONAL AND BEHAVIOURAL DIFFICUTIES (EBD)

Features of Emotional and Behavioural Difficulties:

- withdrawn or isolated, plus social impairment;
- disruptive or disturbing;
- hyperactive and lack concentration;
- immature social skills;
- present challenging behaviours arising from other complex Special Needs

Children with EBD may need help for some, or, all, of the following:

- flexible teaching arrangements;
- help with the development of social competence and emotional maturity;
- help in adjusting to school expectations and routines;
- help in acquiring the skills of positive interaction with peers and adults;
- specialised behavioural and cognitive approaches;
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- re-channelling or re-focussing to diminish repetitive and self-injurious behaviours;
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviour;
- provision of a safe and supportive environment.