

Aspin Park Primary School

SEN Policy

GLOSSARY OF TERMS

SEN	Special Educational Needs
SN	Special Needs
SENCO	Special Education Needs Co-ordinator
ATA	Advanced Teaching Assistant
GTA	General Teaching Assistant
IEP	Individual Education Programme
LEA	Local Education Authority
PSS	Pupil Support Services
SBAT	School Based Area Tuition

SPECIAL NEEDS POLICY

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SPECIAL NEEDS POLICY.

Definition of Special Educational Needs.

Children are considered to have special educational needs, (SEN), if they have a difficulty which calls for special educational provision.

A child has a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children the same age; or
- b) Have a disability, which prevents or hinders the child from making full use of the educational facilities.

These needs may be for a variety of reasons: - physical disability, sensory impairment, learning, behavioural or emotional difficulty.

The school implements the SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs. (Appendix 1)

1. Educational Provision.

1.1 Aims.

- To address the needs of all pupils who have special educational needs ensuring that the provision matches the nature of the need.
- To keep careful regular records of a child's special educational needs, the action taken and the outcomes.
- To ensure these children have access to a broad and balanced education, including the National Curriculum.
- To provide a secure, positive and stimulating environment for all children to achieve success.
- To ensure the child maintains a high level of self-esteem.
- To emphasise a child's strengths and abilities.
- To ensure the successful transfer of pupils with SEN from pre-school organisations and on to secondary school.

1.2 Objectives.

- To identify and assess all children with SEN as early as possible.
- Once a class teacher has concerns regarding a child's progress he/she must keep a record, on the designated recording format, of the strategies used to address the child's difficulties in order to enable the child access to the curriculum and the child's progress. The child's parents must be informed at this stage.
- Individual Education Programmes, (IEPs) and Provision Maps, will be written for each child on the stages Early Action, Early Action Plus, School Action, School Action Plus and for those children with statements.
- To meet each child's SEN with specific learning targets as detailed on their Individual Education Programme (IEP) and Provision Map.

- The IEP/ Provision Map for each child on the Special Needs Register will be devised by the class teacher, Special Needs Co-ordinator (SENCO) and School Based Area Tuition (SBAT) teacher, when involved.
- The IEP/ Provision Map will be reviewed and discussed with the parents of the child and monitored by the class teacher.
- Progress made against the learning targets listed on the IEP/ Provision Map, will be assessed and reviewed every term by the class teacher and the SENCO to monitor progress.

1.3 SEN Co-ordinator.

The Special Needs Co-ordinator is Mrs K L Conkleton. (Appendix 2: The role of the SENCO)

1.4 Arrangements for SEN Co-ordination.

- If the child fails to make progress, following strategies implemented by the class teacher, the class teacher discusses these concerns with the SENCO.
- Based on agreed criteria the staged model of SEN is initiated and the child is placed on the SEN register.
- An IEP/ Provision Map is drawn up with specific learning targets, which are additional to, and different from the differentiated curriculum planning that is in place as part of normal provision.
- The IEP 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
 - The outcome of the action taken
- The IEP/ Provision Map targets should be no more than three and be SMART.
- The IEP/ Provision Map is monitored by the class teacher and assessed and reviewed at least every term by the class teacher and the SENCO.
- The class teacher is responsible for the day-to-day implementation of the IEP/ Provision Map.
- The child may be withdrawn to work with an ATA in a small group, individually or may be supported in class at the class teacher's discretion to support the child's need.
- When a ATA has been allocated to support a child with SEN, the activities will be carried out under the direction of the class teacher.
- Pupil Support Services (PSS) and other outside agencies will be contacted by the SENCO where appropriate.

1.5 Admission Arrangements.

- If a pre-school child has been identified as having special educational needs the SENCO will be available to attend the reviews prior to the child attending school and Liaise to ensure a smooth transition.

- If a child enters school with previously identified special educational needs the SENCO will request the transfer of information from the child's parents, previous school and PSS, when appropriate.

2. Identification, assessment and provision for all pupils with SEN.

2.1 Resources.

- ATA are available to carry out diagnostic assessments at the request of the class teacher and SENCO.
- The SENCO is available to advise, support and liaise with external agencies when necessary.
- LA funding is available to provide GTA, ATA and/or SBAT support for some children with statements.
- The School may fund additional teaching support for children on School Action, School Action Plus and children who have a statement where appropriate.
- Ranges of materials are available for use in both classroom and SEN group settings.

2.2 Identification.

The initial identification of children who may have special educational needs is based on teacher observation and judgement supported by checklists and tests suitable for the age of the child, including:

- Baseline assessment results in Reception.
- Suffolk Reading Tests, (Years 3-6)
- National STA's, (Years 2 and 6)
- Non-statutory STA's (Years 3-6)
- British Standard Spelling Test, (Years 3 – 6)
- NFER Maths Assessment, (Years 3-6)
- Non verbal Reasoning (Year 3)
- Lack of progress identified by class teacher as part of ongoing observation and assessment.
- Lack of progress against objectives specified in the National Literacy and Numeracy Strategy Frameworks for teaching.
- Lack of progress against the level descriptions within the National Curriculum at the end of a key stage.

2.3 Assessment.

Following the identification of a child's special needs and discussion between the class teacher and SENCO a diagnostic assessment will be carried out if appropriate, by an ATA using one or more of the following diagnostic tests:

- Neale Reading Analysis
- Salford Reading Test
- Miscue Analysis
- Staffordshire Maths Test.
- SEN maths checklist.
- Skill Teach Diagnostic Assessment – reading and spelling assessment.

- Daniels and Diack Spelling Test
- Reading of NLS keywords.
- Spelling of NLS keywords.

The results of these assessments will act as the starting point for the targets on the child's IEP/ Provision Map.

2.4 Review Procedures.

The IEP/ Provision Map will be reviewed at least every term and will focus on:

- Progress made against previous targets.
- The overall progress made by the child.
- The effectiveness of the special provision - either withdrawal or in-class support.
- Parental contribution and opinion.
- Any updated information or advice.
- Future action: -
 - The outcome of the review will result in one of several options (based on the staged model of the SEN Code of Practice):
 - * A new IEP/ Provision Map is written and the child continues at the current stage.
 - * A new IEP/ Provision Map is written and the child reverts to a previous stage.
 - * A new IEP/ Provision Map is written and the child moves up a stage.
 - * The child is considered to no longer have special educational needs and is removed from the register.

Parents will be asked if they wish to contribute to, and will be informed of, the outcome of the review at a meeting between the class teacher and the parents to discuss the IEP/ Provision Map.

Annual Reviews

All statements must be reviewed annually to monitor and evaluate the effectiveness and appropriateness of the statement, to consider progress made over the previous 12 months and to discuss any amendments needed.

The SENCO will initiate the review process by notifying the date and requesting written advice from:

- the child's parents
- external specialists involved with the child
- the class teacher
- Advanced teaching assistants
- anyone else considered appropriate
- a copy of all advice received will be circulated to those invited to the review meeting

Those invited to attend will include (where appropriate):

- the child's parents
- the class teacher
- the child's next class teacher
- ATA's
- a representative of the LA
- relevant health service professionals

The report from the meeting will be sent to everyone invited as well as to the LA. At the review in Year 5 initial consideration will be given to the type of provision likely to be required at the secondary stage. The review in Year 6 will be held in the autumn term in order that the statement can be amended and arrangements for transfer completed by the beginning of March before transfer.

2.5 Access to the Curriculum.

- All children have access to the full range of National Curriculum programmes of study, including PSHE and RE, and testing arrangements.
- All children have access to a curriculum that is broad, balanced and relevant and is differentiated to meet their needs.
- When a child is withdrawn to work with an ATA or SBAT, the class teacher has responsibility to monitor the withdrawal and ensure the child maintains access to the full curriculum.

2.6 Evaluation.

The policy will be seen to be effective when:

- Children with SEN are identified as early as possible.
- IEP/ Provision Maps are monitored and assessed termly by the class teacher and SENCO.
- The class teacher and the SENCO agree new learning targets following a review.
- The children are achieving the specific learning targets as detailed on their IEP/ Provision Map.
- The scores achieved in standardised tests improve.
- Children revert to previous stages or are removed from the SEN register.
- The SEN register will be updated every term following IEP/ Provision Map review meetings.

2.7 Complaints Procedure.

Any complaints are dealt with under the school complaints procedure, which is included in the school booklet and is based on the North Yorkshire County Council complaints document.

3. Training and partnership with external organisations.

3.1 SEN In-service training.

- Staff have the opportunity to attend SEN courses provided by the LA and SEN groups.
- Time is allocated during staff meetings to allow staff who have attended a course to report back to other members of the team.
- Staff have the opportunity to attend in-service sessions within school run by professional support staff.

3.2 Support Services and other schools.

- Opportunities are available to visit and receive advice and resources from the local Special school.
- Support, resources and advice are available from professionals within Harrogate Health Care NHS Trust and PSS.
- Children on Early Action Plus and School Action Plus are referred on form PSS2R to PSS or BSS.
- Tutors from either the Learning Support Service or the Behaviour Support Service will monitor children on Early Action Plus and School Action Plus.
- Children with statements of special educational need will receive the support allocated on the statement.

3.3 Partnership with Parents.

- At the initial meeting with parents they will be given a copy of Appendix 1 to inform them of the staged model of the Code of Practice.
- Parents are fully informed and involved during all stages from the initial concern, identification and assessment of their child's special needs to the reviews of the IEP/ Provision Map where the IEP/ Provision Map is discussed and signed by all involved.
- As part of the IEP review process, parents will be consulted and their views on the child's progress will be sought.
- The IEP review meeting will follow the format in Appendix 4.
- Parents of children with a statement are invited to attend termly and annual reviews and receive a written copy of the review report.
- Individual interviews are available with the SENCO where any concerns or questions parents may have can be discussed.

3.4 Liaison/Transfer with other schools.

- Staff from transfer/feeder schools will be invited to attend a review meeting in the term prior to the child's transfer.
- The SENCO and/or year 6 teachers, meet with the SENCO from the secondary school to transfer information during the summer term prior to the transfer of Year 6.
- All documentation is transferred to the child's next school.

- Nursery / play school staff are asked to inform school of any child with SEN and the SENCO will attend any review or transfer meetings.

3.5 Links with external services.

Liaison exists between health, social services and the educational welfare service.

Advice, support and materials are available when requested.

- **Speech Therapy:** Referrals for a speech and language assessment can be made directly from school, following parental consent, or through the child's GP who will then arrange an appointment with a speech therapist.
- **Occupational Therapy:** Referrals are usually done through the child's GP who will then arrange an appointment with an occupational therapist. Occasionally a referral can be made through the school doctor but the parents must be consulted and their consent given. The paediatric Occupational Therapist is available to discuss any prospective referrals before contacting the child's GP.
- **Educational Social Worker:** This may be necessary for any of the following reasons:
 - a) Lack of attendance.
 - b) A child experiencing / causing difficulties at home.
 - c) Family problems.

A referral form should be sent to PSS.

- The school nurse will carry out audio and visual health checks on all newly registered children with SEN subject to parental consent.

3.6 Special needs and Governors.

- School governors have a legal responsibility to ensure that pupils with SEN are identified and that appropriate educational provision is made for them.
- The Governors sub-committee for the curriculum is responsible for the overview of SEN and will check on the provision made on a regular basis.
- The Governors will report annually to parents on the implementation and success of the special needs policy, any significant changes in the policy, any consultation with the LEA and the allocation of resources for children with SEN.
- The governors will also include the number of children on the special needs register and the number of children with statements.
- The School Information Booklet for parents contains a statement on arrangements for meeting the needs of children with SEN.
- An annual presentation will be made, either by the SENCO or the SEN governor, to the full governing body regarding special needs provision within school.

This policy will be reviewed in September 2011.

APPENDIX 1

THE STAGED MODEL OF THE SEN CODE OF PRACTICE

The Code sets out a model of graduated action and intervention.

SEN PROVISION IN THE PRIMARY PHASE.

School Action

The triggers for School Action could be the teacher or other's 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 Numeracy skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated 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

If the class teacher, in consultation with the parents, concludes that a child may need further support to help their progress the teacher should seek the help of the SENCO.

The SENCO and class teacher should collect all the available information about the child, including seeking additional information from parents and external agencies if appropriate. The SENCO should take the lead in further assessment of the child's particular strengths and weaknesses plan future support in discussion with colleagues and monitor and subsequently review the action taken. The class teacher should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme, which will be detailed on a formal IEP/ Provision Map.

Parents must always be consulted and kept informed of the action taken to help the child and the outcome of this action. After the initial expression of concern, a meeting is held with the parents and, with the parents consent, the child is placed on the SEN Register.

After the agreed period of time a review meeting is held between SENCO and the class teacher which focuses on:

- progress made by the child.
- the effectiveness of the special help.
- future action.

The outcome of the review may be one of the following:

- the child continues at School Action.
- the child no longer need special help and is removed from the SN register.
- the child moves to School Action Plus.

The child's parents are informed of the outcome of the review.

School Action Plus

School Action Plus is characterised by the involvement of external agencies and specialists. The SENCO and class teacher will fill out, with the parents consent, Form PSS2 (R) to notify Pupil Support Services or the Behaviour Support Service. PSS will assess the child and draw up, and advise upon implementation of, a new IEP/ Provision Map. The delivery of the interventions recorded in the IEP/ Provision Map continues to be the responsibility of the class teacher and will usually be implemented as far as possible in the normal classroom setting.

The SENCO, class teacher together with the Literacy and Numeracy co-ordinators and external specialists should consider a range of different teaching approaches and appropriate teaching materials, including the use of ICT.

The IEP/ Provision Map is reviewed termly and focuses on:

- progress made against the targets by the child.
- effectiveness of the IEP/ Provision Map.
- updated information and advice.
- future action.

The outcome of the review may be:

- the child continues at School Action Plus.
- the child reverts to School Action.
- the Headteacher considers referring the child for statutory assessment (Stage 4).

The SENCO should record:

- what further advice is being sought
- the support to be provided for the child pending the support

School referral for a statutory assessment

The needs of most children with SEN should be met effectively under School Action and School Action Plus. Where a referral for a statutory assessment is made to the LA the child will have demonstrated significant cause for concern.

While awaiting a decision about whether a statutory assessment is necessary and whilst any subsequent statutory assessment is being made the child should continue to be supported through School Action Plus.

SEN PROVISION IN THE FOUNDATION STAGE

Early Years Action

- If the class teacher, in consultation with parents concludes that a child may need further support to help him or her progress, the advice and support of the SENCO is sought through Early Years Action.
- The SENCO and colleagues collect all known information about the child and seek additional new information from the parents, and any other agencies already involved with the child. If appropriate the advice of the educational psychologist may be sought at this stage.
- The SENCO will ensure that the parents are aware that they can seek advice and support from the local Parent Partnership Services.

Early Years Action Plus

- This stage is characterised by the involvement of external support agencies.

Statutory assessment for children under five

- The time limits and other statutory procedures for making an assessment and producing a statement are the same as for children of school age.

APPENDIX 2

SPECIAL NEEDS CO-ORDINATOR

SPECIFICALLY

It is a legal requirement to ensure that all children with SEN have their needs identified and addressed within school. The role below is to address this requirement.

- a) Oversight of all children with special needs in school.
- b) Monitor individual pupils progress through use of established guidelines.
- c) Monitor the implementation and effectiveness of the Special Needs School Policy and revised Code of Practice.
- d) Provide examples of Special Needs Support material for staff.
- e) Organisation of Special Needs areas and resource materials.
- f) Liaise with all members of staff over children with Special Needs and monitor progress of Individual Education Programmes of work / Provision Maps.
- g) Liaise with outside agencies and arrange review meetings with parents, teaching staff and outside agencies.
- h) Formulate guidelines on recording individual pupils progress.

GENERALLY

- Available to colleagues for advice and support.
- Ordering of resources and equipment.
- Keeping abreast of all modern ideas.
- Follow Scale Post Curriculum Co-ordinators differentiated description.

