

Preston Primary School

Special Educational Needs Policy

Mission Statement

At Preston Primary School we welcome every child

Children are at the heart of our school and as such we provide a caring environment where everyone is special.

We nurture pupils to achieve fullness of life through discovering and developing their social skills, academic and wider talents and by putting before them challenging and realistic goals.

We attach a high priority to the strong links between school, home, Governors and the wider community.

We promote an attitude of mutual respect and responsibility within a welcoming, attractive and stimulating environment.

Introduction

Preston Primary School provides a safe, happy and ordered environment for its pupils. We aim to provide the best possible support to enable a child with Special Educational Needs to reach his/her full potential. In meeting these responsibilities Preston Primary School follows the Special Educational Needs Code of Practice 2001, Disability Discrimination Act 2001 and guidance from the Local Authority.

Definition of Special Educational Needs

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 in schools within the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Aims of S.E.N. provision

- to support all pupils and staff within school;
- to work together as a team, i.e. child, parents, teachers, S.E.N. Co-ordinator, Head Teacher, Governors, Teaching Assistants and other Support Services;
- to support pupils with S.E.N., providing opportunities for them to learn and develop to their full potential;
- to provide an effective structure for the identification and assessment of S.E.N.;
- to ensure access for all children to a broad and balanced curriculum, including the National Curriculum and Foundation Stage Curriculum.

Objectives of S.E.N. provision

- to use guidelines provided by the L.A. and refer to the Code of Practice;
- to train and support all staff with regard to S.E.N.;
- to ensure that all children with S.E.N. are identified, assessed and addressed as early as possible by using observations and testing;
- to provide access to a broad and balanced curriculum through careful planning, differentiated work, extra staff to give support and specific resources to meet needs as far as possible within financial constraints;
- to develop an effective partnership between parents and school with regard to S.E.N.

Admission Arrangements

Preston Primary School is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the amended Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Partnership with Parents

Parents are consulted about their child's needs as soon as the school has identified that a child has S.E.N. Reviews are held termly to inform parents of their child's progress, discuss any intervention or programme of action and update targets for Independent Education Plans.

Parents are informed of the Parent Partnership Service by either the SENCo or Class Teachers. They can be contacted by telephoning 01642 393960 or 01642 677369.

Parents are encouraged to help their child at home. There is an established home/school link with reading and behaviour diaries may be used when necessary. Parents are welcome to discuss their child's difficulties at any time. No outside agency will be involved without the parent's knowledge.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with school they should:

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning and provision.

- Fulfil their obligations under home school agreements which set out expectations of both sides. (Code of Practice 2001 2:11)

The Voice of the Child

The Code of Practice recommends pupil participation with regard to all aspects of their S.E.N. At Preston Primary School we strive to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.

At Preston Primary School, we encourage pupils to participate in their learning by involving them in decision making where possible right from the start of their education. The ways in which children are encouraged to participate reflect the child's evolving maturity. It is policy that children are involved in setting their own targets and given feedback on the progress they are making towards them. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

Children are encouraged to be involved in the review process by completing a short interview, or where appropriate, attending part of the review meeting. Children's views are taken into account in every part of the process.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the school's 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.* Teaching such children is therefore a whole school responsibility.

Role of the Governors

The Governing Body will do its best to ensure that the necessary provision is made for any pupil who has S.E.N. All governors are aware of their responsibilities for S.E.N. and matters are regularly brought to their attention. The governor with responsibility for Inclusion (Mrs K.Stockley) monitors the school's work closely on behalf of the children with S.E.N. The Governing Body reports to parents annually on the school's policy on SEN.

Role of the Head Teacher

The Head Teacher (Mrs S. Winters) has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs. The Head Teacher keeps the Governing Body fully informed on S.E.N. issues. The Head Teacher works closely with the S.E.N Co-ordinator.

Role of the S.E.N.C.O.

The SENCos (Mrs S Winters & Mrs J Coulthard), have a key role in determining the strategic development of the SEN policy and provision in Preston Primary School in order to raise the achievement of children with SEN. The S.E.N. Coordinators (SENCo) responsibilities will include:

- overseeing the day-to-day operation of the school's S.E.N. policy;
- co-ordinating provision for children with special educational needs;
- liaising with and advising fellow teachers;
- managing learning support assistants;
- overseeing the records of all children with special educational needs;

- the administration of reviews, IEPs and SEN register;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Planning for the admission of new children with S.E.N.

At Preston Primary School we acknowledge the importance of this role and the time required for managing Special Educational Needs. The SENCo is released on one afternoon for administration and monitoring.

All Teaching and Non-Teaching Staff

All staff are involved in the development of Preston Primary School's SEN policy and are fully aware of the procedures for identifying, assessing and making provision for pupils with S.E.N. Class teachers are fully involved in providing for the needs of the children in their care in the Pre-SEN, School Action, and School Action Plus categories, in writing IEPs and collecting additional information for the SENCo and other agencies.

Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress.

Learning Support Assistants employed to support a child with special needs have appropriate responsibility for the child's specific needs during their time with that child. The LSA will liaise with the class teacher and SENCo on planning, on pupil response and on progress.

Staff Development

Staff regularly discuss Special Educational Needs issues and are continually increasing and updating their expertise and knowledge through CPD. The CPD Co-ordinator, Mrs J.Belmont, works closely with the SENCo to plan the training of staff. The SENCo attends relevant CPD training and support meetings in order to provide support for other staff. SEN provision is an integral part of the School Improvement Plan.

All new staff take part in an induction process which includes disseminating all relevant information on S.E.N. children in their care, auditing areas for future development and identifying training needs.

Identification, Assessment and Provision

In order to help children who have special educational needs we have adopted 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. Preston Primary School records the steps taken to meet the needs of individual children. The SENCo has responsibility for ensuring that the records are kept and available as needed.

Monitoring Children's Progress

When a teacher identifies a child who is not progressing satisfactorily, they will consult with the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil needs help over and above that which is normally available within the particular subject. Evidence is needed that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;

- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

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 our usual differentiated curriculum. This is 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 controlled by our assertive discipline techniques;
- 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.

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 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.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within a child friendly Individual Education Plan (IEP). 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;
- ways in which the parents and carers can support the targets.

- outcomes (to be recorded when IEP is reviewed)

The IEP 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 IEP will be reviewed each term and parents' views on their child's progress will be sought.

School Action Plus

At a review meeting the school and parents might decide to request help from the external services. At School Action Plus external support services, will usually see the child in school so that they can advise teachers on new IEPs 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 or mathematical 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.

Preston Primary School will use the advice and reports provided by the external specialist to inform the child's IEP. These targets will usually be implemented in the normal classroom setting. The delivery of the interventions recorded in the IEP are the responsibility of the class teacher.

Statutory Assessment

The Special Educational Needs of the majority of children at Preston Primary School should be met effectively through School Action and School Action Plus. However, in a small number of cases, where the child remains a significant cause for concern after intervention in School Action Plus, the school will ask the LA for a Statutory Assessment. Parents can request a Statutory Assessment themselves by writing to the LA who will reply within 14 days. This takes 8 weeks to process.

Statutory Assessment constitutes consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, to decide whether a Statutory Assessment of the child's educational needs is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies. The school is aware that Statutory Assessment does not always lead to a Statement.

The LA seeks evidence from the school that strategies and programmes implemented over a period of time have been unsuccessful. The LA needs information about the child's progress over time and clear documentation on the child's Special Educational Needs and the action taken to deal with these needs. Preston Primary School should provide:

- individual education plans for the pupil;
- records of regular reviews and their outcomes;

- information on the pupil's health, including medical history where relevant;
- National Curriculum Levels or P-levels, showing progress or otherwise over time;
- Educational and other assessments, for example from an advisory specialist, support teacher or an educational psychologist;
- written views of the parents and child;
- reports on the involvement of other professionals such as health, social services or education welfare service.

The description of the child's learning difficulty and progress, with information about the specialist provision made, forms the basis on which the LA can consider whether a Statutory Assessment is necessary. Whilst any assessment is being made, the child should be supported through School Action Plus.

Immediate Referrals

Within the Code of Practice, provision has been made for immediate referrals for those children who demonstrate such significant difficulties that school considers it impossible or inappropriate to carry out in full the chosen assessment procedures. At Preston Primary School, such immediate referrals to the LA are made as the need arises.

Statements

When the LA has completed its assessment of a child, it will decide whether to issue a Statement. The Statement should specify clearly the provision necessary to meet the needs of the child.

These objectives should be quantitative wherever possible.

Preston Primary School endeavours to provide education in line with the recommendations, including appropriate facilities and equipment, staffing arrangements and Curriculum, any modifications to, or appropriate exclusions from, the application of the National Curriculum and changes needed to maintain a broad and balanced curriculum.

All children with a Statement will have short term targets set out in an IEP.

Where the LA declines to provide a Statement the school can request a reassessment after six months. Parents also have a right of appeal against the decision to the SEN tribunal.

Annual Review

All Statements are reviewed annually when parents, the LA, the school and other professionals involved consider the progress the child has made over the previous twelve months and whether any amendments need to be made to the Special Educational Provision.

The review meeting will normally be arranged in the school and chaired by the Head Teacher or the SENCo. The SENCo will convene the meeting, inviting the child's parents/carer, a relevant teacher, teaching assistants, the SENCo, Head Teacher, a representative of the LA, any person whom the LA considers appropriate, and any other person whom the SENCo thinks appropriate.

The SENCo will prepare a school report which will be circulated together with any other reports two weeks prior to the meeting.

After the annual review, the SENCO will prepare a final annual review report and submit it to the LA no later than ten school days after the review or the end of the school term, whichever is the earlier. If there has been a significant change to the provision required the SENCo will

include recommended changes to the statement in the report. The LA will send a copy of the statement, if amended, to the parents and the school.

Allocation of Resources

Presently all schools in Stockton receive funding for statemented pupils, pupils with a diagnosis of ASD and those with an allocation of 15 hour or above. All other SEN children are supported by money devolved into the school budget.

Preston Primary School receives an allocation of external agency support, some of which is funded through the school budget.

Preston Primary School has acquired a range of resources to support those pupils with SEN. Some of these resources are located on the Special Needs shelves in the Staff Room and others are allocated to classrooms or individual children.

The school building is currently fully accessible for disabled pupils.

Preston Primary School has prepared an Accessibility Plan for disabled pupils in order to:

- increase the extent to which disabled pupils can participate in the Curriculum;
- increase the physical accessibility of school premises for disabled children;
- improve the delivery to disabled children of information provided in writing for children who are not disabled.

This Accessibility Plan will be reviewed annually and included in the Governors' Annual Report to Parents.

Where parents want a child with a significant disability or Special Educational Need to continue their education at Preston Primary School, every effort will be made, in partnership with the LA, to take all reasonable steps and make all reasonable adjustments, to meet the parent's wishes.

Links with other Schools and Transfer Arrangements

The SENCo and Head Teacher liaise with local comprehensive schools and pass on information about SEN pupils before their transfer to that school. The SENCo from the relevant comprehensive school is invited to attend the Y5 and Y6 Annual Review meeting for pupils with a Statement of Special Educational Needs. The Y6 meeting is held in the autumn term of the child's final primary year.

If a child moves to another school, their records will be transferred to their new school within 15 days of the child ceasing to be registered at our school.

When children need more specialist teaching and our school is unable to fully meet their needs and a Statement has been issued by the LA, a placement will be considered in a more specialised school. If this is a full time placement, the school will liaise and transfer records. If the placement is part time, the SENCo, Head Teacher and Class Teacher will maintain a close liaison and review the child's needs in consultation with the placement on a termly basis.

Complaints Procedure

As we always work closely with parents, consulting them regularly, it is hoped that complaints about SEN provision will be rare. However, should there be a complaint, the following procedure will be adopted:

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENCo.
- 2) If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher. If necessary parents may complain to the Governors in writing. Complaints Procedure leaflets are available from the school office.
- 3) If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the Parent Partnership Service can become involved to support the parents and give advice.

Curriculum Access and Inclusion

Preston Primary School is recognised as an inclusive school, having achieved the *Inclusion Quality Mark*, engendering a sense of community and belonging through its:

- inclusive ethos
- broad and balanced curriculum for all pupils
- systems for early identification of barriers to learning and participation
- high expectations and suitable targets for all children.

We strive to ensure that every child at Preston Primary School, regardless of ability, gender or ethnicity will have access to a broad and balanced curriculum.

Evaluation

This policy will be the subject of continuous review by the Head Teacher, SENCo, Teaching and Non-Teaching staff. The school might, from time to time, set specific targets against which the success of particular aspects of the policy can be measured. These are outlined in the School Improvement Plan and SEN Action Plan and are discussed with the governors on an annual basis.

Mrs Shirley Winters (Head Teacher)
Mrs Jean Coulthard (Deputy Head Teacher/SENCo)
Mrs Kerry Stockley (SEN Governor)

December 2006

To be Reviewed: December 2007

SEN Policy Review 2006

1. All LEA mentions changed to LA.
2. All SENCO mentions changed to SENCo.
3. Page 3, Admissions arrangements:
Preston Primary School strives to be a fully inclusive school.
Change to *Preston Primary School is a fully inclusive school.*
4. Page 4, Role of the S.E.N.C.O.

The SENCo (Mrs J Moralee) has change to, *The SENCos (Mrs S Winters/Mrs J Coulthard) have*

5. Page 5 Staff Development:

The IN-SET Co-ordinator, change to *CPD (Continual Professional Development)*

relevant INSET and Support meetings, change to *relevant CPD and support meetings*

SEN provision is an integral part of the School Development Plan, change to *School Improvement Plan.*

6. Page 6, Individual Education Plans:

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan, change to *a child friendly Individual Education Plan.*

7. Page 9, Allocation of Resources, third paragraph, second line:

Special Needs Cupboard, change to *Special Needs shelving.*

8. Page 10, Curriculum Access and Inclusion:

Preston Primary School Strives to be an inclusive school, engendering ... change to, *Preston Primary School is recognised as an inclusive school, having achieved the Inclusion Quality mark, engendering ...*