



SPECIAL EDUCATIONAL NEEDS POLICY

St Faith's is Committed to Excellence in Teaching and Learning Within a Christian Environment

Reviewed 2014
Chair of Governors: Ed Francis
This Policy was approved at a meeting of the Full Governing Body
Signed: _____ Date: _____

The purpose of this policy is to provide information about our school's SEN provision as directed by the following legislation:

- Education Act 1996
- The Education (SEN) (Information) Regulations 1994
- SEN Code of Practice 2001
- Every Child Matters
- Disability Discrimination Act 2005 now incorporated into the Single Equality Act 2010
- Implementing the Disability Discrimination Act in Schools and Early Years Settings DfES

Definition of Special Educational Needs:

Code of Practice 2001

'Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children have a learning difficulty if they:

- a) *Have a significantly greater difficulty in learning than the majority of children of the same age: or*
- b) *Have a disability which 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 area of the local educational authority...*

Under the Disability and Discrimination Act 2005 (DDA) a disability can be defined as someone who has a: **...physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities.'*

A mental impairment includes hidden impairments, for example children with learning disabilities, dyslexia, diabetes, epilepsy, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder ADHD, provided the above criteria* is met.

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.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority (LA), other than Special Schools in the area.

(See Section 312 Education Act 1996)



PRINCIPLES

The fundamental principles of education are the same for all our children:-

- (i) To provide a caring and supportive environment where the uniqueness of the child is recognised regardless of ability and behaviour.

- (ii) That confidence, emotional resilience and self-esteem is developed into a foundation that enables each child to access a broad, balanced and relevant curriculum designed to meet their individual needs.

- (iii) The school recognises the importance of the parental role in learning and aims to foster liaison between staff and parents in order to facilitate the learning process.

1. Objectives

- To create within school an atmosphere where dialogue and discussion between parents/staff/children can take place.

- The early identification of all children who are making insufficient progress in the following areas: communication and interaction, cognition and learning, behaviour, emotional and social development or physical development.

- To make available a wide variety of resources so that the children can be practically supported.

- To enable teachers, who are the teachers of children with SEN, and support staff to be aware of latest developments, through additional training.

- To monitor and record progress in order to improve future planning.

- To ensure that special educational needs are addressed when developing the whole school curriculum and by differentiating appropriately in class lessons.

- To ensure that governors, teachers and support staff are aware of legal requirements and current county procedures.

- To liaise with parents and keep them informed of their child's progress.

- To deploy the Learning Support Assistants as effectively as possible.

- To ensure that all pupils with SEN are fully integrated into the life of the school, and contribute in all social and cultural activities and so foster a respect for individuality and a tolerant and caring attitude in all pupils.

- To provide opportunities for personal, social emotional aspects of learning to develop self-esteem and confidence.

2. Roles and Responsibilities

The Head Teacher Dawn James has overall responsibility for children with SEN and works closely with the SENCO

It is the responsibility of the Head Teacher to provide termly reports to the Governors

The Head Teacher is responsible for completing and updating information about SEN on the School Profile

The Special Educational Needs Co-ordinator (SENCO) is Ms Gillian Knight

The Governor responsible for SEN is Mrs Sarah Hampson



The Governing Body

The Governing body will:

- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that where the Head Teacher or SEN Governor has been notified by the LA that a pupil has Special Needs and that those needs are made known to all those likely to teach him/her.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN.
- Have regard to the Code of Practice when carrying out its duties toward pupils with SEN. (Section 313 Education Act 1996).
- Consult the LA and the Governing Body of other schools when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEN joins with all pupils in the activities of the school, as far as is reasonably practicable and compatible with the pupil receiving the SEN provision.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO will undertake the day to day running of the School's SEN Policy and for co-ordinating provision for pupils with SEN, particularly through School Action and School Action Plus. This will be carried out by:

- Liaising with and advising school staff regarding children with SEN.
- Liaising with external services including support services.
- Maintaining and keeping updated the School's SEN Register and informing staff and governors.
- Overseeing the records of all pupils with special educational needs.
- Ensuring Annual Reviews for pupils with Statements are completed and a report sent to the County within the specified time.
- Making an Application to the County for a Statement where it is considered absolutely necessary and in the best interests of that child.
- Reviewing and updating resources for SEN.
- Monitoring and evaluating the progress of individual pupils on the SEN Register termly or when deemed appropriate and inform the Deputy Head and teaching staff.
- Advising, assisting with and co-ordinating all Individual Education Plans and Individual Support Plans
- Meeting with LSAs for training, professional development and discussion of SEN issues.
- Monitoring the work of the LSAs and ensuring effective deployment.
- Training and informing teaching staff about SEN issues and new legislation.
- Liaising with the LSA responsible for ELSA (emotional literacy support assistants) support.
- Identifying those children, in consultation with the class teachers, with emotional, behavioural and social difficulties requiring support with the ELSA or outside agencies
- Completing the PLASC (Pupil Level Annual School Census) returns to the LA.
- Liaising with parents with SEN children wherever necessary and/or at the request of parents.
- Ensuring that parents are notified of the decision for any extra provision being made for their child.
- Assessing new pupils to the school and placing on the SEN Register if appropriate.
- Ensuring the smooth transition of SEN pupils between year groups, infants to juniors and to the secondary schools.
- Arranging for Inclusion Partnership Agreements where appropriate.
- Establishing and maintaining strong links with SEN co-ordinators from other schools.
- Meeting with the SEN Governor to ensure success of the SEN Policy and provision for SEN children
- Attending Governor's meetings as appropriate and at the request of the HT to inform of new initiatives or training



The Class Teacher

All teachers are teachers of children with SEN and should be aware of individual needs and how to address them. Class teachers are expected to:

- Identify and bring to the attention of the SENCO any pupil whose needs are not being met.
- Differentiate and provide pupils with tasks which are challenging and achievable.
- Recognize pupils' strengths and where appropriate adapt work accordingly.
- Use a range of different teaching strategies to suit all learning styles, and may also include, grouping within class, arrangement of the room to suit needs, withdrawing children when necessary, using differentiated educational resources and/or specialist materials.
- Ensure that a child who has an I.E.P. (Individual Education Plan) or Individual Support Plan (ISP) is working to his/her targets and keep the I.E.P. regularly updated.
- Keep consistent and relevant records and pass on information when appropriate to other professionals and the SENCO, especially during transition.
- Plan the LSA support time effectively.
- Work closely with the LSA, and ensure that the LSA is involved in the planning for children for whom she/he is responsible.
- Attend training on SEN when appropriate
- Ensure that a child's curriculum entitlement is not compromised by withdrawal sessions.

The Learning Support Assistant (LSA)

The learning support assistant works under the direction of the class teacher and the SENCO and is expected

- To work on a one-to-one basis with a pupil or with a small group of children in or out of the classroom.
- To undertake work planned by the class teacher in consultation with the LSA.
- To work with pupils on recognised individual intervention programmes.
- Attend meetings and training given by the SENCO.
- To be aware of the need for professional discretion concerning pupils with whom they work.
- Keep adequate records of work covered with the children and progress on the school pro-forma.
- To know the I.E.P. targets for the pupils with whom they work, and liaise with the class teacher as to their progress.
- Build upon and reinforce learning concepts and be involved in the management of behaviour where appropriate (as specified on the I.S.P.) (See also the Behaviour Policy).
- Work with the SENCO to establish targets for their professional development and future training

2. Criteria for providing Extra Provision.

Resulting from the staged programme of the Code of Practice, provision is made within the limitations of the school's budget. This is reviewed as the need arises.

Allocation of extra resources is decided by a child's levels of special educational needs and may be met by the class teacher providing extra attention for the difficulty. If the child's difficulty persists it may be helped by in-class grouping supported by a learning support assistant, or 1-1 withdrawal.

All maintained schools receive a yearly budget for SEN based upon a set formula. The funding formula uses data and information provided by schools and held by the LA. The budget varies from year to year.



3. Identification, Assessment and Provision

The school's policy has been drawn up with regard to the Code of Practice, November, 2001 and the staged approach called School Action and School Action Plus. Provision for children with Special Educational Needs is made within each class or, where appropriate, children are withdrawn for individual or small group teaching.

The school is committed to early identification and intervention. The type of intervention or support a pupil receives may be short term or long term depending upon his/her needs. Concerns may be raised about a pupil by the class teacher and/or the parent, and if it is a learning difficulty the pupil may not be performing as expected in line with other children of a similar age.

Class teachers and/or parents may feel that a pupil is experiencing emotional, social, behavioural or communication difficulties either at home and/or school.

Observations and assessments in a variety of contexts, as well as the monitoring of the pupil's National Curriculum progress, will indicate if a pupil is in need of additional support.

Formal Tests and Assessments

- Foundation Stage Profile
- D.E.S.T. – Early Years Screening for Dyslexia HCC
- Annual Standardised Reading Tests NFER
- National Curriculum Tasks and Tests
- D.S.T.- Junior Dyslexic Screening
- B.P.V.S.
- Neale Reading Analysis
- Reports from other professional External Agencies - Hampshire
- Teachers Assessment
- Liaison with Pre-School setting.

If a child's difficulties prove to be transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to the provision made by the school, then an early start can be made considering the additional help the child may need.

The Process:

- When a class teacher has concerns she/he will inform the SENCO.
- The class teacher will also inform the parents that their child is experiencing difficulties and the nature of those difficulties.
- The parents will be invited to speak to the SENCO if they have not already done so.
- Further screening and tests may be carried out to identify and clarify the pupil's difficulties. (See Formal Tests/Assessments)
- If necessary, referrals may be sent to outside agencies for their support, for example, the Behaviour Support Team (BST), the Speech and Language Therapist or the School Nurse.
- If extra support is to be given then the school will place the pupil on the SEN Register.

The school recognizes that there is a continuum of needs and in line with the SEN Code of Practice has adopted four stages in the assessment of pupils with SEN. (SEN Code of Practice 2001 pgs. 52-58 and the Criteria set out in the Hampshire Handbook)

Stage 1 CRAMS- Children Requiring Additional Monitoring Support

- The class teacher identifies a pupil as in need for increased differentiation of classroom tasks.
- The pupil is placed at CRAMS and a School Based form is completed.
- The pupil is closely monitored.

At this stage the information remains within school unless they are transferring to another school.



Stage 2: School Action (S.A.)

A pupil is placed on the SEN Register at S.A. when he/she makes little or no progress despite receiving differentiated learning tasks in the 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 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
 - The class teacher will seek the advice and support of the SENCO and inform and consult with parents.
 - The SENCO will make arrangements for the pupil to receive support which is additional to and different from the differentiated curriculum plan.
 - The class teacher and the SENCO will devise targets for the IEP/ISP for each pupil
 - The pupil and parents will discuss the targets on the IEP/ ISP with the class teacher and/or the SENCO and any changes will be made.
 - The IEP/ISP is reviewed at least twice yearly and in some cases half-termly or termly with the pupil and parents. The outcomes are recorded and new IEP/ ISP targets are set.
 - Records are kept of reviews by the Special Needs Teacher and appropriate action taken.
- To be removed from School Action**
- To remain at School Action**
- To move to School Action Plus**

Stage 3: School Action Plus (S.A.+)

The criteria for a pupil to be at S.A.+ is clearly set out in the Hampshire Handbook for SEN.

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Professionals from Health, Social Services, Behaviour Support Team, Specialist Teachers, Speech and Language or the Educational Psychologist may be involved with the individual pupil. External support services both those provided by the LA and by outside agencies, will usually see the child, in school if that is appropriate and practicable. This is so that they can advise teachers on targets and accompanying strategies, provide more specialist assessments that can 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.

- After consultation with the appropriate parties, a new I.E.P. will be reviewed each half-term and new targets set preferably in consultation with parents
- A child who has an ISP for emotional and or behavioural difficulties may need a review in a shorter time span, 4-6 week intervals
- Records are kept through I.E.P.s held by Special Needs Teacher.

The above stages are school based and the needs of the majority of SEN children should be met as a result of the intervention programmes and appropriate external support.



Children who are on the school register at SA or SA+ will be notified to the LA

Stage 4: Local Education Statutory Assessment – Statement of Special Educational Needs

The Statements may be given for:

A) Cognition and Learning Needs

- Dyslexia
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

B) Behaviour, Emotional and Social Development Needs

- Behaviour, social and emotional difficulty (BESD)

C) Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic spectrum Disorder (ASD)

D) Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

The Process:

- When a pupil has demonstrated significant cause of concern, **and** has made no progress over a long period of time, despite the interventions and external support. In addition their support needs, including preparation of materials, require **more than 5 hours each week**.
- **And** fulfils the set criteria as set out in the Hampshire Handbook for S.E.N., the SENCO in consultation with parents and the Head Teacher may apply to the L.A. for a Statutory Assessment (or an Individual Partnership Agreement) (See Page 11).
- The process is lengthy and outside agencies as well as parents and the child will be invited to make written submissions on their views and concerns.
- An Appendix B form is completed by the school which will include levels of attainment and progress in all areas of the curriculum, and will include the evidence of the type of support the school has been providing and crucially the hours of support necessary for that child. This will be shared with the parents and the Educational Psychologist before it is sent to the L.A.

It is the L.A.'s decision, once all the advice has been collected, whether or not to issue a Statement of Special Educational Needs for the child. (SEN Code of Practice pgs. 57-58)

A Handbook containing advice and detailing the procedure is available for parents from the SENCO if required.



The Statement of Special Educational Needs:

- A Statement will itemise the needs of the named child.
- A Statement will contain overall learning objectives and those to be met in the following year.
- A statement will be specific in the amount of hours of support that the child will receive on a weekly basis.
- An I.E.P. will run alongside the statement and will have short-term targets to be reviewed half-termly.
- If a pupil is granted a Statement then once a year from the date the Statement was issued, there will be an Annual Review.
- The purpose of the Annual Review is to look at the progress of the pupil and to ascertain that the objectives as set out in the Statement are being met and to inform the L.A. and parents.
- Parents and all parties involved with the pupil will be invited to attend the Annual Review meeting which will be held at the school and run by the SENCO. The Head Teacher/Deputy Head Teacher will also attend.
- Written reports may be submitted from external agencies to be included in the review process.
- Parents and their child will be invited to make a written comment on their progress.

A Statement is a legally binding Document (Code of Practice 2001)

Annual Review Meeting:

- The progress of the child is discussed.
- New targets for the forthcoming year are set.
- New needs that were not previously recorded on the statement are included.
- Needs that are no longer relevant are removed.
- All persons present at the review are asked to make their thoughts and concerns known.
- The Annual Review Report will be completed by the Head Teacher and SENCO and be sent to the L.A. with all the relevant reports.
- The L.A. usually agrees with the content of the report **but** it may decide to make changes to the provision.
- The L.A. acknowledges the Annual Review Report both to the parents and the school.

The Inclusion Partnership Agreement (I.P.A.)

The I.P.A. is a viable alternative to the statutory assessments and subsequent Statement. The reason behind this agreement results from the Audit Commission which has expressed concerns that the Statement, although legally binding, added little value to either the understanding of a child's needs or making the appropriate arrangements to meet those needs.

The agreement is a collaborative and inclusive process which has positive contributions from all interested parties to achieve a sharing and an understanding about a child's needs and the arrangements required to respond to those needs.

The agreement is especially useful during transition, for example between KS1 to KS2 and from KS2 to KS3. The agreement is not legally binding, but it has the advantages of having a greater involvement of interested parties, for example for transition to Year 7. The Year 7 tutor and Secondary SENCO would be invited to attend a meeting together with parents, the child, the present class teacher and the appropriate professional parties.



The school will be guided by the E.P. and County whether to apply for a Statement or an I.P.A.

Parents who are unhappy about the support or provision may wish to use the Parent Support Advisory Service (Please see the SENCO for further details)

11. Arrangements for Complaints Regarding Provision

All complaints will be considered seriously and we aim to resolve them through discussions and/or joint action agreed. Complaints will follow Hampshire County Council's Complaints Procedure.

- ❑ In the event of a complaint, parents and children are assured of being received by the Headteacher in a place affording privacy and confidentiality at a time agreeable to all parties
- ❑ Complaints will be registered and relevant parties informed
- ❑ Complaints will be dealt with as soon as resources and time allow
- ❑ Referral can be made to the booklet 'Hampshire Complaints Procedure' available in the school office

12. External Support Services

Throughout the staged approach the school is able to call upon the Special Educational Needs Support Services and other outside agencies.

- ❑ The Special Educational Needs Advisory Services provide teacher-advisors in these areas:-
 - For Physical Difficulties
 - For Hearing Impairment
 - For Visual Impairment
 - Communication difficulties

- ❑ The following agencies may be called upon to assist in the case of a child with Special Educational Needs:-
 - ◆ The Educational Psychologist
 - ◆ The Educational Welfare Officer
 - ◆ The Speech and Language Therapist when required
 - ◆ The Occupational Therapist - when required
 - ◆ The Physiotherapist – when required
 - ◆ The Clinical Medical Officer – when involved
 - ◆ The Child and Family Service through General Practitioner and the School Medical Service
 - ◆ Children's Mental Health Team - CAMHS
 - ◆ Hampshire County Council S.E.N. Inspectors.
 - ◆ The School Nurse
 - ◆ Outreach service from Shepherd's Down School for children with Social communication difficulties-on request with a working Partnership Agreement
 - ◆ Behaviour Support Team – after agreement from a referral
 - ◆ Parent Partnership (see SENCO for further Information)

13. The Role Played By Parents Of Children With Special Educational Needs.

The school recognises the importance of the parental role in learning and aims to foster liaison between staff and parents in order to facilitate the learning process. The School Policy for Educational Needs is readily available to parents. Parents are welcome in school to discuss every aspect of the Special Needs provision and their views will be considered at all times. Concerns expressed by parents will result in consultation with



the Class Teacher and the SENCO. Parents will be invited to subsequent reviews to discuss their child's progress and programme.

14. Other School Links/Transitions

1. When children move out of the area, to secondary education or any new school the SENCO will ensure that the SENCO of the receiving school will receive the records.
2. Prior to transfer to secondary school, the SENCO, and/or class teacher of the child with Special Educational Needs liaises with the Special Needs department of the receiving secondary school where possible.
3. The Special Educational Needs Co-ordinator attend meetings of the pyramid schools and the primary cluster group.
4. Transfer to all other schools is the responsibility of the headteacher in consultation with the SENCO
5. As mentioned in Section 14 above, parents' views are valued, and all decisions are made in consultation with them.

15. Links with health, social services, EWO and voluntary agencies

In accordance with the Code of Practice, and the Children's Act 2004 the Special Needs Co-ordinator will work in close partnership with outside agencies which are relevant to supporting pupils with Special Educational Needs.

Conclusion

The ethos of our school should reflect the value we place on each child as an individual. This should be apparent in our attitude and the ways in which we meet all the special educational needs of the children.

The resources available at any given time will influence the success of this policy. The school will work together with parents and other agencies to provide the most effective opportunities possible in the best interests of the child.

SEN Policy - GK