

DEIGHTON PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS (sept 09)

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1. The Staff and Co-ordinator.

Headteacher	Mr Roger Fawke
AEN Co-ordinator (including SEN)	Miss Sarah Lewis
Support staff	Ceri Lewis (NNEB)
	Alison Rutter (NNEB)
	Danielle Morgan (NNEB)
	Karen Gwilym (NNEB)
	Terry Williams (NNEB)
	Julie Currie
	Leanne Thomas
	Ingrid Morgan
	Sherilee Rice
	Vikki Harriman
	Clair Whatley
	Debbie Wright
LEA SpLD Tutor	Cath Jones
Governor responsible for SEN	Judith Jones

2. Policy Statement

The aims and objectives at Deighton Primary Schools are as follows:-

- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To respond to pupils with Special Educational Needs.
- To identify the needs to provide a programme of work to help any pupil to overcome a learning difficulty.
- To provide adequate resources to respond to pupils' needs in the most effective way.
- To provide a differentiated curriculum appropriate to the individual's needs and ability ensuring that all pupils have access to a broad and balanced curriculum.
- To build confidence and self-esteem in these pupils.
- To appreciate the range of emotional and behavioural difficulties children in our care may exhibit and address these.
- To help and support pupils when necessary but to allow those pupils to become independent wherever possible.
- To integrate children with special needs and involve them in all school activities.
- To record information and assess and review pupil's progress at regular intervals.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- To ensure that parents of SEN pupils are kept fully informed of their child's needs, progress and attainment.

3. School Policy Introduction

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she: -

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority
- has exceptional talents which calls for a programme of work which will extend his or her potential.

Special education means education provision which is additional to, or otherwise different from, the education provision made generally for children of the child's age.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The policy has been developed with regard to the Code of Practice on The Identification and Assessment of Special Educational Needs.

4. The Role of the SENCO

At Deighton Primary School the notion of a whole school approach implies that responsibility for special needs is shared by all members of staff and that support is provided across the curriculum.

The SENCO is more of a consultant and a facilitator and plays a crucial role in the school's SEN provision. This involves working with the headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- The day to day operation of the school's special needs policy.
- Liaising with and giving advice to fellow teachers and support staff.
- Taking a lead in managing provision for pupils at School Action and School Action Plus stages.
- Liaising with outside agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Keeping a register of children with special educational needs.
- Providing information regarding special needs to the school's governing body.
- In consultation with the staff, identify and arrange INSET to meet their needs.
- Liaise with parents using an open door approach, and appointments being made available on parent evenings.

Record Keeping

The school will record the steps taken to meet pupils' individual needs.

The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's SEN folder will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties (where appropriate)
- Information from health/social services
- Information from other agencies
- Current and reviewed I.E.P.'s.

5. The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils.
- Collaborating with the SENCO to decide the action required to assist the pupil to progress.
- Working with the SENCO to collect all available information on the pupil.
- In collaboration with the SENCO, develop IEPs for SEN pupils.
- Set targets for I.E.P.'s for children in their class on the SEN register.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP and assess the targets termly.
- Managing support staff so every child's needs are met.
- Implementing the inclusion policy, ensuring that all SEN pupils are included in ALL activities.
- Working with support staff and SENCO to create I.L.P.'s (Individual Learning Plans) for statemented children.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEN policy.

Early Identification

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools within the foundation phase, and further up the school if needed, to identify pupils with special needs. (See section on assessment)

6. The Role of the Headteacher

The head teacher working with the SENCO is responsible for;

- Keeping any medical records of children with SEN.
- Drawing together further information that may be available from, for example,
 - The school health service
 - The health visitor
 - The community paediatrician
- The transfer of relevant medical information between phases.
- Ensure the elimination of underlying medical causes as a possible explanation for observable learning and behavioural difficulties.

7. The Duty Of The Governing Body.

The governing body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that when the head teacher has been informed by the LEA that a pupil has special educational needs, those needs are made known to all relevant staff.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those children with special educational needs.
- Report annually to parents their policy for pupils with special needs.
- Ensure that those pupils join in the activities of the school together with pupils who do not have special educational needs as far as reasonably practical.

The Governing Body's Annual Report.

The report should state the number of pupils with special educational needs. It should demonstrate the effectiveness of the school's system for;

- Identification
- Assessment
- Provision
- Monitoring and Record Keeping
- Use of Outside Agencies and Support Services.

8. Admissions of Children with Special Educational Needs.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN. Whenever possible, the school assesses pupils' current level of attainment on entry, and builds upon the pattern of learning and experience already established during the child's pre-school years at home, in nursery or play-group.

If the child has an identified or potential special educational need, the head teacher, SENCO and child's class teacher will

- Use information arising from the child's early years experiences to provide starting points for the curricular development of the individual child.
- Identify and focus attention on the skills of the individual pupil and highlight areas for early intervention to support the child within the class.
- Develop an individual education plan (IEP), monitor and evaluate strategies to maximise development and alert any relevant support or external professionals at the earliest possible stage.
- Ensure that continuous observation and assessment provides regular feedback to teachers and parents about a child's achievements to form the basis of planning the next stage.
- Use the assessment process to allow children to show what they know, what they understand and what they can do.
- Involve parents in developing and implementing learning programmes.

9. Implementing the SEN Code of Practice

The school will practice the fundamental principles of the code as follows;

- All children with S.E.N. will be identified and assessed as early as possible.
- The educational provision of these children will include the maximum possible access to the national curriculum.
- The needs of most pupils will be met in a mainstream class working in partnership with the child's parents.
- When needed the L.E.A. will be involved in accordance with the prescribed time limits.
- There will be close co-operation between all agencies concerned and a multidisciplinary approach to the resolution of issues.
- The knowledge, views and experiences of parents are vital. Effective provision will be secured where there is the greatest degree of partnership between parents, children and school.

There is a statutory obligation on governing bodies and schools to carry out the procedures and practices in the code of practice. At Deighton Primary School we aim to implement this as follows.

Each teacher keeps an SEN file which relates to the children in that class who have been identified as giving cause for concern and this contains copies of their IEPs and other relevant information.

Early Identification - Screening/Formal Assessments

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in foundation stage judged against the outcomes and KS2 N.C. judged against level descriptions.
- Standardised screening or assessment tools.

Any information picked up on any screen will be discussed between the class teacher, support staff and SENCO. Information will be passed on via teachers as children move through the school and if the child needs support this must continue through the school.

Nursery

Speech and Language

November - Teaching talking screen completed and sent to LEA. Children identified in band c will receive regular intervention in small groups or one to one using the activities in the teaching talking activity book.

June – Teaching talking screen completed and sent to LEA. This should show progression in all children, but will also highlight children who may need to be referred to outside agencies.

Reception

Baseline

When children enter reception classes in September staff complete a Blaenau Gwent Baseline Profile for each child. Areas of concern are highlighted and the children's progress monitored.

Speech and Language

November - Teaching talking screen completed and sent to LEA. Children identified in band c will receive regular intervention in small groups or one to one using the activities in the teaching talking handbook.

June – Teaching talking screen completed and sent to LEA. This should show progression in all children, but will again highlight children who may need to be referred.

Developmental Co-ordination Difficulties

March – All children in reception will be screened for DCD using the screen provided by Blaenau Gwent. The children who are identified as having co-ordination difficulties will receive regular intervention in small groups or one to one using activities from the Smart moves or activities set by an occupational therapist linked to the school. This screen can be completed in Y2,3,4,5 or 6 if problems occur further up the school.

Year 1

In the spring term all Year 1 pupils receive a BPVS screening test. This test enables us to confirm our concerns or to show any anomalies including gifted children for appropriate teaching.

In years 2, 3, 4, 5 and 6 child who are identified as not making satisfactory progress, or about whom specific needs are identified at any time, will be placed on the SEN register at the appropriate stage and action taken. Children at School Action Plus will either continue on IEPs working with outside agencies or progress to Statementing Stage where the LEA will decide if a statement is necessary.

10. Stages of action within the S.E.N. Code of Practice

The school has an appointed SENCO who runs the special needs policy and keeps a register and records of all children with special needs. The stages for action recommended in the Code Of Practice For Wales have been adopted by the school.

School Action

The class teacher identifies that a pupil has a special need and takes initial action.

School Action Plus

The SENCO and class teacher, in consultation with parents, ask for help from external services.

Request For A Formal Assessment

The L.E.A. considers whether a statutory assessment is necessary.

Statementing

The L.E.A. considers whether a statement is necessary.

To avoid any unnecessary delay the following time limits have been imposed

From the decision to assess to completion – 10 weeks.

From the completion to a decision whether to make a statement – 2 weeks.

From the decision to the issuing of the final statement – 8 weeks.

Reviews

School Action

I.E.P.'s or G.E.P.'s are reviewed half termly by the teacher and new targets are set. Parents are informed of achievements and new targets set.

School Action Plus

I.E.P.'s or G.E.P.'s set up by outside agencies, teacher and SENCO are reviewed termly and an annual review is held with parents to discuss progression made and provision for the next school year.

Statements

Statements must be reviewed annually. The LEA will inform the headteacher at the beginning of each school term of the pupils requiring reviews. The headteacher will organise these reviews and invite:

- The child if appropriate
- The child's parent/guardian
- The relevant teacher
- The relevant support staff
- The SENCO
- Anybody from any outside agency currently working with the child

The aim of the review will be to:

- Assess the pupil's progress in relation to the IEP targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Statement in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

With due regard for the time limits set out in the Code, the headteacher and SENCO will collaborate and write a report of the annual review meeting and send it, with any supporting documentation, to the LEA. The school recognises the responsibility of the LEA in deciding whether to maintain, amend, or cease a Statement of SEN.

The SENCO of the Secondary school will be invited to attend both School Action Plus and Statement reviews. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues.

11. Individual and Group Education Plans

If the teacher and the SENCO decide that some special educational provision is required, the class teacher should draw up an individual plan with the help and assistance of the SENCO. (see appendix A) If more than one child is working towards the same targets they can have a group education plan.

An I.E.P./G.E.P. should include;

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The I.E.P./G.E.P. will concentrate on two or three individual targets that closely match the pupil's needs. It will be discussed with the pupil where appropriate and will be sent home to the parent.

Reviewing an I.E.P./G.E.P.
Reviewed half termly by the class teacher.

12. Inclusion and the Individual Learning Plan

Inclusion

This policy builds on the Blaenau Gwent Inclusion Policy (see appendix B), which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Individual Learning Plan

Every child with a statement will have an I.L.P. (see appendix C). I.L.P.'s are created by the class teacher and support staff and overseen by the SENCO. Using the teachers planning and the expertise of the support staff they work together to find ways for the child to join in **all** activities as a member of the class, and find ways to overcome any difficulties that may occur for that child and modify the activities. E.g. – larger print, use of apparatus, use of a pc, pictures etc

13. Medical Conditions.

Some medical conditions may have a significant impact on a child's attainment and may give rise to emotional and behavioural difficulties. One of the most common of these is asthma.

Consultation and discussion between the child's parents, the school, the school doctor (if available) and any specialist services will help to ensure that the child achieves maximum progress and is not excluded unnecessarily from any part of the curriculum because of anxiety about his or her treatment.

Speech and Language Difficulties.

Most speech and language difficulties will have been identified before a child starts school. Some of these difficulties impair a child's ability to communicate in the classroom. All class teachers are mindful of this and take steps to help a child gain confidence and develop communication skills.

A child with such difficulties will often attend speech therapy sessions on a regular basis. Additional support and advice may be sought from Speech and Language Therapy Service and/or the Educational Psychology Service, especially where the child does not attend their speech therapy sessions.

14. Working With Parents and Involving the Child.

In accordance with the Code of Practice, parents are informed when concern is first expressed about their children and are made aware of the following:

The school's S.E.N. policy.

The support for the children with special needs available from within the school. Their right to be involved in assessment and decision making, emphasising the importance of their contribution.

The support of the child is crucial to the effective implementation of any I.E.P. The school believes that children have a right to be heard and should be encouraged to participate in decision making about provision to meet their special educational needs.

The school staff will consider how they can determine the child's level of participation, bearing in mind the age and ability of the child.

15. School-Based Assessment

The school will monitor, review and record, in consultation with parents and involving as far as possible, individual educational plans which have been designed to meet each pupil's identified needs. Written information will be provided on:

Performance targets and objectives.

Findings and decisions.

Information on any external advice or support.

Pupils' performances will be assessed identifying strengths, as well as weaknesses. The rate of progress resulting from each IEP will be assessed. Appropriate measures will be taken after each review to ensure continued progress. Where specialist advice is sought from outside agencies (at School Action Plus) further discussion and assessment will take place as necessary.

16. Resources and INSET.

The staff of the school, in particular the SENCO will undertake in service training when necessary and practicable. Information from such INSET will be conveyed to all members of staff in staff meetings and when necessary training days.

The school employs five NNEBs, and 7 LSA's out of the funding provided by LEA which includes special needs funding.

The governors have agreed to maintain this high level of funding to provide what we feel is necessary to meet the current needs of our children.

Staff have received training focused on writing effective IEPs particularly for large groups within a class and for effective assessment and progress. Behaviour Management training, training on class based use of Reading Reflex, effective identification of Specific Learning Difficulties, English as a second language. Staff from GEMSS (Gwent Education Multi-ethnic Support Service will provide guidance on how procedures used by the service can be incorporated into day to day classroom practice.

Other resources may include;

Partnerships with parents.

External Support Agencies.

Links with special schools and resource centres.

Links with medical, social and voluntary services.

17. Working With Child Care Services.

The school will, where necessary, liaise with social services, the school nurse and health visitor. The head teacher and the SENCO will register a concern about a child's welfare and liaise with the LEA when a child is "Looked After" by the authority.

Sept 10 amendment; made to SEN policy

Setting and timescale of I.E.P.'s

It was decided that we set I.E.P.'s 3 times a year. We wanted an I.E.P. to be written in the summer term which could be continued in the next class as teachers were finding writing I.E.P.'s in September difficult as they had not met children.

New timescale

I.E.P. from May half term in summer to October half term, passed up with the child. Written by teacher at the time and reviewed by new teacher.

I.E.P. from October half term to February half term. Written and reviewed by class teacher and support staff.

I.E.P. from February half term to May half term. Written and reviewed by class teacher and support staff.