

GOATHLAND PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

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GOATHLAND PRIMARY SCHOOL

Special Educational Needs Policy

Goathland Primary School is an inclusive school, committed to meeting the physical, social, emotional and academic needs of all children. We aim to provide the necessary care, support and guidance to ensure all children achieve success, develop confidence, maintain high self-esteem and are able to make positive contributions to the school and wider community.

Aims of Special Educational Needs Policy

Our policy aims to ensure:

- Early identification of a child's SEN
- Effective use of resources to meet children's SEN
- Clear documentation to record provision and monitor progress
- Sustained progress by pupils with SEN
- Good communication and partnership with parents
- Close liaison with other agencies and services to maximise the effectiveness of assessment and provision
- High quality resources to support pupils with SEN
- Effective training resulting in staff who are skilled and confident in meeting children's SEN
- Effective transfer of information between staff members and between schools.

The Special Educational Needs Code of Practice issued by the DfES in 2001 sets out the following principles:

- A child with SEN should have their needs met
- The SEN of children will normally be met in mainstream school or early education settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the national Curriculum.

Definition of Special Educational Needs

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 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 an area of the educational authority
- c) Are under compulsory school age and fall within the definition at a) and b) above or would do so 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.

Special educational provision means:

- a) For children two and over, 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 LA, other than special schools, in the area
- b) For children under two, educational provision of any kind.

Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially or permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1 (1), Disability Discrimination Act 1995

Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

The school has a Special Educational Needs Coordinator, who has overall responsibility for SEN provision in the school.

The SENCO is responsible for:

- Maintaining the SEN register
- Monitoring the progress of pupils on the SEN register
- Supporting staff with SEN matters
- Monitoring the implementation of the SEN policy
- Managing the SEN budget
- Planning and monitoring the use of available resources in meeting SEN
- Liaising with external agencies and services
- Organising and/or lead staff training on SEN
- Completing the annual SEN Index and providing evidence for moderation if required
- Holding termly SEN reviews for all pupils on the SEN register
- Ensuring documentation is updated regularly, including the writing of targets and Inclusion Passports when appropriate.

Class Teachers

All class teachers are responsible for meeting the special educational needs of pupils in their care, supported by colleagues as needed, including:

- Assessing and tracking individual pupil progress
- Planning lessons differentiated to meet pupils' SEN
- Setting individual and/or group targets
- Supporting the Writing of Inclusion Passports as needed
- Liaising with the SENCO about SEN issues and concerns
- Working in close partnership with parents
- Liaising with other professionals working with a child in their care

Support Staff

Class based support staff play a very important role in meeting pupils' SEN by:

- Providing individual and small group support
- Supporting identified pupils during whole class teaching
- Contributing to planning, monitoring and assessments
- Producing appropriate resources

Governing Body

The school governing body should ensure that:

- Governors are fully involved in developing and monitoring the school's SEN policy
- Governors are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- The quality of SEN provision is continually monitored.

Identification of Special Educational Needs

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive a child is likely to be.

Assessment is regarded as a continuing process. To help identify children who may have special educational needs, we can measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes of baseline assessment results
- Their progress against the objectives specified in the Primary Framework for Literacy and Numeracy
- Their performance against level descriptions within the National Curriculum at the end of a key stage
- Standardised screening and assessment tools.

We must also be open to and responsive to expressions of concern by parents and take account of information that parents provide about their child.

The Graduated Approach

The graduated approach is a model of action and intervention in schools and early years settings to help children who have SEN.

The approach recognises that there is a continuum of SEN.

Where necessary, increasing specialist expertise is sought in addressing the difficulties that a child may be experiencing.

Early years refers to children in the Foundation Stage, i.e. Nursery and Reception.

School refers to Years 1 – 6.

Early Years Action/School Action

- When teachers or support staff who work on a day to day basis with the children or the SENCO identify that a child has SEN.
- Together they provide interventions that are **additional to** or **different from** those provided as part of the school's usual curriculum and strategies.

Early Years Action +/School Action +

- When teachers or support staff and the SENCO are provided with specialist advice or support from outside specialists.
- Alternative interventions **additional to** or strategies **different from** those provided for the child through Early Years Action are put in place.
- An Inclusion Passport will be completed

Statement of Special Educational Needs

- When a child's special educational needs cannot be met within the school's usual resources plus outside specialist advice (as described in Early Years/School Action +), a request can be made to the Local Education Authority SEN Services to initiate statutory assessment, which may result in a Statement of Special Educational Needs and may access additional resources.
- A formal annual review is held for pupils with statements of SEN. Parents and professionals meet to review the child's statement, their progress towards identified targets and their future needs. The child's views are also sought as part of this process if appropriate to their age and abilities.

Annual Reviews

Annual reviews are held for pupils with Statements of SEN in addition to the termly IEP review.

The purpose of the annual review is to make sure that at least once a year the parents, the pupil, the LA, the school and all the professionals monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement.

Special Educational Needs Provision

It is expected that the majority of SEN provision is planned and funded from within the school's own resources. The additional needs strand of the school budget share, together with the funding generated by the SEN Index, is used to provide the support and resources to meet pupils' special educational needs.

SEN funding is used to:

- Employ teaching support staff to provide small group and individual support
- Purchase specialist resources for assessment and teaching purposes
- Buy in specialist services, e.g. Learning Support Service, Behaviour Support Service.

In school provision for pupils with SEN may include:

- Differentiated curriculum, i.e. tasks, challenges and questions at an appropriate level, using learning objectives aimed at a younger year group
- Small group support with a teaching assistant or a teacher
- Individual support from a teaching assistant or teacher
- Activities presented in a different way to make them accessible, e.g. broken down into smaller steps, alternative recording methods, use of ICT

- Special resources, e.g. coloured papers and overlays
- Use of individual or group intervention programmes: Write from the Start and Read, Write Inc programme.
- Home-school diaries
- Explicit individual targets
- Pupils with SEN may also require adaptations to statutory and non statutory assessment materials.

At Early Years Action Plus and School Action Plus, assessment, advice and support may be sought from a number of external specialists, such as:

- Educational Psychologist
- Learning Support Service
- Behaviour Support Service
- Speech and Language Therapy Service
- Hearing Impaired Service
- Visually Impaired Service
- Medical Services, e.g. GP, hospital consultants, school nurse, physiotherapy, occupational therapy.

Referrals to external specialists are made through the SENCO.

Provision Map

A Provision Map will be completed which includes all the interventions currently being used in school for specific pupils.

Group Education Plan

When pupils in the same group, class or subject lesson have common targets and common strategies are to be used, a Group Education Plan can be used.

The P Scales

The P Scales are national performance criteria that outline some of the attainments pupils show when working below Level 1 of the National Curriculum. They are designed to be used in the same way as National Curriculum levels and are best-fit level indicators.

In primary schools the P Scales are used to assess Key Stage 1 and 2 pupils who are working below Level 1 of the National Curriculum.

PIVATS

Performance Indicators for Value added Target Setting. Pivats is used to inform target setting for pupils whose performance is outside national expectations. It complements and works alongside statutory assessment at foundation, key stage 1 and key stage 2, which helps teachers judge pupil performance more accurately in smaller incremental steps.

SEN Procedures at Goathland Primary School

All SEN information is kept centrally in the offices.

The files contain:

- Medical notes
- Changes in family circumstances
- Parental contacts/discussions
- Attendance information
- Assessments by external agencies
- Provision made
- Progress and attainment data
- Attitudes to learning
- Significant achievements/incidents.

Each term staff meeting time is dedicated to reviewing the progress of all pupils on the SEN register.

If a child on the SEN register is now working close to or at age appropriate levels and is presenting no other cause of concern, they may no longer need such a high level of support and monitoring. After a period of monitoring, such cases should be discussed with the SENCO before removing from the SEN register.

Any child who has been identified as a cause for concern should also be discussed with the SENCO before adding to the SEN register.

Parental Partnership

The school has a duty to inform a child's parents that special educational provision is being made for the child because the child has SEN.

Parents must be informed when the special educational need is first identified. School must ensure parents understand the purpose of any intervention or programme.

Parents' written permission must always be obtained prior to requesting further assessment or support from external agencies.

Parents should be fully involved in the school's response to their child's SEN.

Their participation and support should always be sought in addressing a child's SEN, including attending consultation opportunities.

Targets, Inclusion Passports and reports should always be shared and discussed with parents to ensure they are fully informed about:

- Their child's special educational needs
- The school's response
- The child's progress against the targets set
- The next steps
- Any other concerns.

From time to time the school also arranges inputs for parents on special educational needs, sometimes with the support of external agencies.

Additional Information and Support

The following publications are available in school to provide additional information and support for staff when addressing children's special educational needs:

- Special Educational Needs Code of Practice
- Children and Young Peoples' Service: Special Educational Needs Guidance
- The P Scales
- Also refer to advice and guidance provided by Learning Support Service and Behaviour Support Service personnel.
- The office contains a wide range of information about various aspects of special education needs.