

Ditchheat Primary School



Special Educational Needs

This policy will be reviewed annually.

Reviewed and agreed by:

Full Board:.....

Headteacher:.....

Date:

Next review: Autumn 2018

DITCHEAT PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY (to be read in conjunction with the School's policy for Inclusion)

Rationale

At Ditchheat School we value all children and are working towards being inclusive in all aspects of school life. We try to identify any barriers to this and to find ways to remove these.

We believe all children should be supported in appropriate ways to meet their learning and emotional needs, building on their existing achievements to ensure future success. We recognise children as having Special Educational Needs (SEN) when they have needs which are "additional to or different from" those which the school is able to meet as part of its Basic Entitlement Provision. (See Appendix 1) We recognise the importance of identifying children with Special Educational Needs as early as possible, in order that their needs can be addressed and also the importance of working in partnership with the child, the parents and outside agencies. We are committed to following the SEN Code of Practice (2014).

Aims and Objectives

- ❖ To have a whole school approach to SEN.
- ❖ To provide a broad, balanced and relevant curriculum for all children.
- ❖ To provide appropriate support, in a sensitive way; which allows children to access all aspects of school life.
- ❖ To develop all teachers as teachers of SEN, providing training as required.
- ❖ To ensure the early identification of children with Special Educational needs.
- ❖ To listen to children's views and opinions about their needs and how these might be met.
- ❖ To work with parents to ensure the best opportunities for their child.
- ❖ To track the progress of children with Special Needs to ensure they are making steps forward.
- ❖ To keep up to date with current practice in SEN and to seek to apply it within our school context.

Role of the Special Needs Coordinator (SENCO)

The named SENCO for Ditchheat School is Jo Crook. She works closely with our SEN HLTA June Pearce and class teachers, who are involved on a day to day basis with SEN provision in the classroom

The SENCO is responsible for:

- ❖ the implementation of the SEN policy throughout the school
- ❖ coordinating SEN provision and allocating available resources according to the different types and levels of need identified
- ❖ monitoring the progress of children with Special Needs and setting targets for improvement
- ❖ ensuring that areas for development in the provision for SEN are included in the School Improvement Plan (SIP)

- ❖ organising training to allow areas for development to be addressed. A record of training is reported to Governors in the Head's Report to Governors each term.
- ❖ reporting to the SEN governor and the governors' curriculum committee each term. These reports include the numbers of children with SEN, developments in provision and procedures and an overview of pupil progress. If any complaints have been received this information will also be passed on.
- ❖ seeking advice from and liaising with outside agencies
- ❖ monitoring classroom practice
- ❖ writing funding applications
- ❖ coordinating and writing up annual reviews, school entry planning meetings and SEN consultation meetings

Identification and Assessment of pupils with Special Educational needs

1. Information passed to us by pre-school providers will be used to recognise existing Special Needs on School Entry.
2. All children in Reception follow the Early Years Foundation Stage Curriculum. The class teacher will monitor progress using Development Matters and will alert the SENCO of any children whose progress is a cause for concern.
3. In Years 1-6 pupils' progress is monitored by a series of assessments and appropriate records are kept. (See Appendix 2). Achievement is judged against individual pupil targets and age related expectations. Where either or both of these are causing concern or where a parent raises concerns, these are discussed by the class teacher with the SENCO and the child's needs in terms of a graduated response to SEN will be considered. (See Appendix 3) Further diagnostic tests may be used.
4. Children who are identified as having Special Needs (in accordance with the definition stated in the policy rationale) will be recognised as requiring SEN support and an Individual Education Plan (IEP) will be drawn up.
5. An SEN file is kept in each classroom. This includes notes on the nature of the need, current IEPs, appropriate planning, other assessment information and copies of advice or reports from outside agencies. The SEN LSA keeps individual children's files which include timetables, notes, assessments and examples of work. This information may be used in SEND Plus/High needs applications.
6. Where a child is working from an IEP a personal record is kept, so that they regularly see their targets, know how they are progressing and have ownership of their learning.
7. Where advice is needed from an outside agency, parental permission will be sought beforehand and the permission slip will be kept in the child's personal record in the office.

Management of Individual Education Plans (IEPs) - (See Appendix 4)

- ❖ IEPs will be drawn up by the class teacher and SEN HLTA in consultation with the SENCO.

- ❖ IEPs will state the level and type of support which will be provided to address the identified need and to ensure access to a broad and balanced curriculum.
- ❖ Pupil input will be sought.
- ❖ Parents will be informed of the school's concerns and they will be invited into school to discuss the child's needs and the IEP.
- ❖ The class teacher is responsible for ensuring that the curriculum and supporting materials are adequately differentiated to include all learners.
- ❖ The class teacher is responsible for the ongoing delivery of the IEP and for monitoring progress towards the targets.
- ❖ Regular meetings will be held between the class teacher and SEN HLTA to discuss progress.
- ❖ IEPs will be reviewed by the class teacher and SEN HLTA once a term. Progress towards existing targets, new targets with supporting strategies and use of LSA time will be discussed. Targets should be Specific, Measurable, Attainable, Realistic and Timed (SMART). The child and parents will be invited to be part of this process which will be overseen by the SENCO.
- ❖ Parents may be asked to be involved in implementing strategies listed on the IEP.

SEN Training

Training will be made available to:

- all teaching and support staff in order for them to meet the needs of children they work directly with in their classes ie. Primary Talk
- all staff in order for whole school SEN issues to be addressed eg. where speech and language needs require signing
- the SENCO to ensure up to date practice and information are disseminated
- the SEN HLTA to support the work of the SENCO and class teachers
- the SEN governor via governor training

Links with outside agencies

The school will seek advice (with parental permission) from the county support services via the SEN consultation meetings and in between when this is required. Parents will be kept informed of support received.

Services most often accessed include: Learning Support, Educational Psychology, Behaviour Support, and Speech and Language therapists. Links are also maintained with various health bodies eg. occupational therapists and physiotherapists.

Transfer Arrangements

Prior to transfer to secondary education, contact is made between the SENCO and the receiving school's SENCO to pass on all relevant information about an individual child's needs and the current levels of provision.

Where a child transfers mid Key Stage the SENCO will endeavour to contact the receiving school to pass on the relevant information.

Admission arrangements for children with SEN

The normal County Admission Procedures will be followed but special arrangements may be made directly with the school to ensure the settling in process is smooth, for example additional visits or discussions between the parent, class teacher, SENCO and any supporting agencies to clarify the level of need and the facilities required to meet such needs.

We are aware of the constraints posed by certain physical aspects of our building and have a disability action plan in place to begin to address these. If a school place is requested for a child with disabilities, the governors will give due consideration to the modifications required to the building and liaison with the LEA will take place with regards to funding such work. The possible outcomes will then be discussed with the prospective parents.

The role of the Governing Body

- The governing body oversees the implementation of the SEN policy through the appointed SEN governor.
- Half termly reports are made to the governors curriculum committee by the SENCO and these are reported on to the Full governing body termly by the curriculum committee chair
- The SEN governor has access to tracking information on pupils with Special needs but names are removed from such information in order to maintain confidentiality.
- The Governing body will work with the Headteacher to assess the effectiveness of SEN provision on an annual basis and any necessary policy amendments will be made.

Complaints Procedure

Where parents are not satisfied with the action the school is currently taking they should in the first instance refer their concerns to the class teacher. If the concerns are not resolved at this level the SENCO should be involved. If the concerns are still not resolved the parent should be referred to the school's complaints procedure.

Learning together to achieve our best"

Policy Appendix re: SEN and Specific Learning Difficulties

Please also see "Teaching and learning policy" and "SEN policy"

At Ditchheat School we are committed to working with all children in order for them to achieve their best. To that end the following will underpin teaching and learning throughout the school:

- All teachers are teachers of SEN - it is the class teacher's responsibility to plan, assess and track progress of all children in their class including those with SEN including SPLD.
- Class teachers will liaise with teaching assistants re: planning in order to ensure children have appropriately differentiated tasks, which can be delivered in a way which reflect the needs of the child they are working with. This should take into account children's learning styles and their current reading and recording ability.
- Somerset Total Communication should underpin all classroom practice.
- Children's work should be valued and teachers should seek to understand how children view their own learning
- Children should have clear expectations for their learning and of the next steps to develop their own work
- Teachers' expectations for children with SPLD must reflect the difficulties they face for eg. by providing additional time for recording
- Class teachers should ensure that children have access to appropriate support materials eg. coloured overlays, word banks, help sheets, scaffolding sheets
- Interactive whiteboards should be set to "off white" and paper for handouts and recording should also be "off white" wherever possible.
- Class teachers should ensure all reading materials, including handouts, or photocopied sheets are at a suitable reading level for the children who will use them and that symbols and pictures are used particularly for children with communication difficulties.
- Texts produced in school for use with children should be in "Comic Sans" and for SPLD children should be size 14 if possible. Text should be spaced out into small blocks. Headings and subheadings should be used where possible to subdivide text and illustrations and diagrams should also support the use of the text.

- Alternative means of recording should be available as required or should be planned where necessary for particular activities eg. mind maps, use of ICT, skeleton sentences.

Appendix 2 Assessment types

- Reading Ages - October and March
- Spelling Ages - March
- End of Key Stage assessment tasks/tests
- Y3/4/5 optional tests
- High frequency word lists
- Development Matters
- Early Years Foundation Stage Profile
- Writing assessment
- Numeracy assess and review materials
- Teacher assessment against National Curriculum age related expectations.
- Science/ICT teacher assessments at the end of term

Appendix 3 The Graduated Response

Example of Graduated Response, pupils and funding.

	AWPU	SEND	SEND+	
	<i>Child A</i>	<i>Child B</i>	<i>Child C</i>	<i>Child D</i>
"Basic Entitlement"	*	*	*	*
SEN support		*	*	*
High needs			*	(*)
Pupil with EHP (Educational health plan)				*

What people like/admire about me

-

Things I find difficult:

-
-

Things I do well and enjoy:

-

Learning is better for me when:

-

I would like to achieve:

- ☺
- ☺

Ways I like to be supported:

-



Review comments	
Pupil	
Parent	
Teacher	

Signed by

Class teacher.....

SENCO:.....

