

# Long Sutton Primary School

## Special Educational Needs Policy



### Aim

The principle aim of this school is to provide all children with full and equal access to a broad and balanced curriculum so that each child achieves his/her personal best academically and socially. The National Curriculum is our starting point in planning a curriculum that meets the needs of all children. Long and medium term planning ensure breadth and diversity in our curriculum. When planning in the short term, teachers set suitable learning challenges and respond to children's diverse learning needs.

A minority of children have particular learning and assessment requirements that could create barriers to learning and these may arise as a consequence of a child having special needs. Teachers take account of these requirements and make provision in their weekly planning to support individuals or groups of children so that they can participate effectively in curriculum and assessment activities. This school is dedicated to:

- Meeting the legal requirements of the Code of Practice.
- Ensuring that curriculum planning for children with special educational needs take account of the type and extent of the difficulty experienced by the child.
- Working in partnership with parents and other agencies.

### Objectives

In order to achieve these aims the school will:

- Implement a planned programme for screening, early identification and intervention in relation to special educational needs.
- Respect the rights of children with special educational needs to full integration within mainstream education.
- Provide all children with equal opportunities and regard all children and their achievements with equal value.

### Key Personnel

SEN Governor  
Headteacher  
Special Needs Co-ordinator (SENCO)  
Learning Support Assistants (LSA)

Early Years Assistant (EYA)  
Educational Psychologist  
Educational Welfare Officer

Mrs. Julia Bell  
Mrs. Lynn Martin  
Mrs. Selena Cameron  
Mrs. Jo Chippendale  
Mrs. Sheena Morris  
Mrs. Diane Richardson  
Mrs. Jo Beswick  
Mrs. Gwyn Blanchard  
Ms. Hailey Lan  
Ms. Sandie Jackson

## Access to the Curriculum

Through appropriate curricular provision, we respect the fact that children have different needs and aspirations. They learn in different ways and at different rates and, therefore, require different strategies, experiences and teaching approaches. Teachers use a range of strategies to meet children's special educational needs.

Lessons have clear learning objectives so that all children understand the relevance and purpose of learning activities. We differentiate work appropriately, and we use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

**Individual Education Plan**, which employs a small-steps approach, feature significantly in the provisions that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on school action or school action plus stage have an IEP.

- \* The short-term targets set for or by the child.
- \* The teaching strategies to be used.
- \* The provision to be put in place.
- \* Where the plan is to be reviewed.
- \* Success and/or exit criteria.
- \* Outcomes (to be recorded when IEP is reviewed).

## IEP Programme

Autumn (end October)	Review IEP and write new targets
Spring (end February)	Review IEP from Autumn and write new targets.
Summer (end June)	Review IEP from Spring and write new targets. This IEP will then be followed from June to October review.

## Arrangements for Screening and Identification of Children with Learning Difficulties

- In the first instance, concerns that there may be a learning difficulty will often be registered by class teachers and/or parents.
- Concerns are discussed with the SENCO and further information sought, including a discussion with parents if they are not aware of the problem.
- Difficulties are identified at the earliest opportunity and intervention strategies are put into place as soon as the difficulty is identified.
- The SENCO and the class teacher will discuss children who are cause for concern at a termly meeting and decide on the extent of intervention. In line with existing school practice and our assessment policy, data from Baseline Assessments, DEST, SATS, NFER Reading Tests, QCA spelling tests and other ongoing assessments should be shared with the SENCO and used to identify children who are not making the expected level of progress.

- Children identified through these means will be monitored closely by the class teacher.
- The SENCO will advise and support the class teacher on appropriate intervention and include the child in the Special Needs Register (Early Intervention).
- If identified problems are not remediated after a reasonable period of intervention by the class teacher, then further support will be given.

### **Arrangements for Supporting Children Experiencing Difficulties**

The main aim of our support program will be to facilitate each child's success across the full curriculum and therefore differentiation and adaptation within the framework of planned classroom activities must allow each child's needs to be met. This will be monitored by the SENCO and advice given to methods of differentiation e.g. use of special equipment, use of technology, use of multi-sensory approaches and appropriate resources.

When the screening and identification procedures trigger further intervention (**SCHOOL ACTION STEP 2**), a school based assessment will be carried out by the SENCO who will identify specifically the needs of the child and the barriers to learning. The SENCO will devise a program of learning to meet the child's needs. This is additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. An individual education plan will be drawn up to include the areas of need, the programme of intervention, the targets to monitor progress and a date to review progress. This must be discussed with the class teacher, the child and the parents. Support may take the form of withdrawal for one-to-one or small group teaching by the SENCO or LSA to meet a specific objective, or it may be a class-based programme of support carried out by class teachers with help from LSA or EYA.

When intervention has not resulted in the set targets being achieved for two terms the school may move to School Action Plus stage and involve outside agencies such as the Educational Psychologist, Occupational Therapist or Speech and Language support network in order to seek further strategies. Sometimes these agencies may be involved in giving advice to children at an earlier stage (**STAGE 3**).

At **STAGE 4 of the Code of Practice** the LEA considers the need for statutory assessment and may order multi-disciplinary assessment. A formal statement of educational needs may then be issued (**STAGE 5**).

### **Partnership with Parents**

At all stages we believe that the home/school partnership is vital and that communication with parents at each stage will best support the child. It is important to us to share success with parents as well as to alert them to concerns and therefore successes will be acknowledged with the use of stickers, certificates and verbal communication or a note in the home/school book. We will encourage parents to ask the class teacher and/or the SENCO if they have any queries. In the case of a parent wishing to register a complaint regarding the Special Needs Provision, representation should first be made to the SENCO who should then inform the Teacher and Special Needs Governor and investigate the complaint.

## **Liaison**

The SENCO uses the support offered by the Pyramid group and the NEHAVS group of schools to share knowledge and sometimes resources. At Transition the Headteacher and SENCO visit children in their pre-school setting and exchange information with teachers in those establishments. The school is visited by receiving secondary school personnel to exchange information regarding the transfer of children on the Special Needs register.

The Educational Psychologist is available for consultation when required. The SENCO identified the priorities for these sessions. Speech and Language support is triggered by referral made through the SENCO. The Educational Welfare Officer visits school on a termly basis.

## **Monitoring and Reviewing Progress**

The SENCO will be responsible for:

- Keeping the school's register of Special Needs.
- Identifying the areas of need for individual children.
- Meeting at least termly with the LSA and the class teacher to assess progress, decide on future objectives and update the IEP for each child on the register.
- Identifying and recording the stage in the Code of Practice for each child on the Register.
- For children at and after Stage 2, devising an IEP and liaising with parents, class teachers and appropriate outside agencies on a regular basis.
- Overseeing the day-to-day operation of the school's SEN 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.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Meeting termly with the SEN Governor to review implementation of policy and SEN register
- Report to the Curriculum Committee each term on SEN progress, initiatives and policy.

Class teachers are responsible for:

- Initial identification of children who are; having greater difficulty in learning than the majority of children of their age; having a physical disability which prevents or hinders the child from making full use of educational facilities.
- Alerting the SENCO where there are concerns and implementing strategies advised by the SENCO.
- Planning differentiated activities to allow access to all children in all areas of the curriculum.
- Liaising with LSA, and EYA on the mode of planned intervention before each session in which they are supporting the child.
- Liaising with SENCO half-termly to monitor and review progress against IEP objectives.

- Carrying out planned intervention in accordance with the IEP.
- Providing information as requested.

The Headteacher is responsible for:

- Ensuring that this policy is implemented and that all staff involved in its implementation are given opportunities to develop their expertise via appropriate training.
- Making the SEN Governor aware of any concerns or complaints regarding provision for SEN or the implementation of the policy.
- Ensuring that the finances needed to implement the policy are available.
- Ensuring that all statutory requirements are met.
- Monitoring and evaluating the success of this policy by assessing the school's ability to identify and effectively provide full and equal access to the curriculum for all children. Indicators will be the number of children who are audited at a lower step than the previous year.
- Meeting on a termly basis with all teachers to discuss SEN pupil progress and tracking assessments.

The number of children who no longer need to be on the Special Needs Register because progress shown by tracking documents indicates that they are achieving with the norm.

Results from formal assessments (SATS, NFER reading tests, termly tracking) show that standards are generally improving within the school and that attainment for children with Special Needs is in line with this general improvement.

The school's initiatives related to implementing policy and procedures for behaviour management result in clearer expectations and earlier intervention and support for children with emotional, social and behavioural difficulties. Fewer children with these difficulties will reach Step 2 or 3.

The policy will be reviewed and updated on an annual basis in line with changes to the Code of Practice and in line with Hampshire Educational Authority's SEN policy.

Signed: .....

Headteacher

Signed: .....

Chair of Governors

Signed: .....

SEN Governor

Date of Review: .....

Date of Next Review: .....

May 2007