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MANAGEMENT AND GOVERNANCE DOCUMENTATION
SPECIAL EDUCATIONAL NEEDS POLICY

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WOODHOUSE PRIMARY SCHOOL

MANAGEMENT AND GOVERNANCE DOCUMENTATION

SPECIAL EDUCATIONAL NEEDS POLICY

1) Principles

This policy has been formulated with regard to the Special Educational Needs and Disability Act 2001, the SEN Code of Practice 2001 and the Disability Discrimination Act 2005. In general, it is the governing body of the school that is “the responsible body” for DDA duties and needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled pupils and parents.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify, and provide for, those pupils who have special educational needs. This will then allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

2) Definition of Special Educational Needs (SEN)

The Education Act 1996 says that:-

“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 disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education within the school.”

SEN Duties

The SEN duties require schools and Local Authorities to make appropriate provision of “auxiliary aids and services” for children with SEN. This may include such provision as laptops, coloured overlays, spell checkers, enlarged computer screens and keyboards.

3) Definition of a disabled person

The Disability Discrimination Act defines a disabled person as:-

“A person who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out day to day activities”

The definition is broad and can include children with a wide range of impairments, such as arthritis, asthma, diabetes or epilepsy, sensory impairments such as hearing loss, hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder. Impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered.

Disability discrimination duties

It is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

- It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification;
- It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage.
- This duty is known as the ‘reasonable adjustments’ duty.
- This duty requires schools to think ahead, anticipate barriers that disabled pupils may face.

4) Disability and special educational needs

It may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer; it is likely that pupils who have SEN and a statement or who are at School Action Plus, or Early Years Plus, will count as disabled.

Not all disabled pupils will have SEN. For example, those with severe asthma or diabetes may not have SEN but will have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the DDA. In particular some children whose emotional or behavioural difficulties have their origin in social or domestic circumstances may fall outside the definition.

5) The school's policy statement for Special Educational Needs

This policy has been revised in consultation with staff, parents and the Governing Body, who, via the Headteacher, assumes overall responsibility for achieving the aims and objectives within this policy statement.

5.1 Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability that prevents them from making use of educational facilities of a kind generally provided for children of the same age;
- Are under five and fall within the above definitions, or would do so if special educational provision was not made for them;
- Display emotional characteristics which hinder their learning;
- Display behavioural characteristics which either hinder their learning or disrupt that of others.

5.2 Aims

- To give each child entitlement to the full school curriculum, unless there is a specified modification or disapplication in the individual child's statement;
- To make every effort to help each child reach his or her full potential whatever their ability or disability;
- To develop the self-esteem and confidence of every individual.

5.3 Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN (*see also curriculum and assessment policies*)
- To ensure that every pupil experiences success in their learning and achieves to the highest possible standard
- To enable all pupils to participate in lessons fully and effectively to value and encourage the contribution of all pupils to the life of the school
- To work in partnership with parents
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the SEN Policy
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

6) Roles and Responsibilities

The Assistant Headteacher, Anne Crane, is the Special Needs Co-ordinator (SENCO). The SENCO has Qualified Teacher Status. She works in collaboration with Gina Walsh, for pupils with Speech and Language difficulties.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Staff responsibilities are outlined in individual job descriptions. The SENCO works closely with staff, parents and carers, and other agencies to secure appropriate provision of high quality teaching for pupils with SEN. The Headteacher works closely with the class teachers and keeps the governing body fully informed of SEN issues.

The Governing Body, in co-operation with the SENCO and the Headteacher, determines the SEN policy and ensures that appropriate staffing and funding arrangements are in place to meet the needs of pupils on the SEN register. The governing body has appointed a governor, Fiona Roberts, to monitor closely the school's work on behalf of children with SEN.

The Governing Body evaluates the effectiveness of the SEN policy using:

- Assessment data relating to the progress of pupils identified with SEN
- Information relating to Wave 2 and Wave 3 intervention programmes
- Budget information relating to SEN – staffing, resources and value for money
- Priority developments within the School Improvement Plan which relate to pupils with SEN.

7) Working in partnership with parents

The school places a high priority on developing parental links. Partnership with parents plays a key role in promoting a culture of co-operation throughout the school community. This is important in enabling children with SEN to achieve their potential. When the school first identifies that a child appears to have special educational needs, the parents will be invited into school to discuss their child's needs with their child's class teacher and / or the SENCO. Parents are also encouraged to contact their child's class teacher or Headteacher should they have a concern. Before a decision is taken, parents will be fully consulted; however the final decision will be made by the school. Similarly, full consultation will take place before a child's name is removed from the special needs register.

The school will keep parents informed and involved by:

- Inviting parents to meetings to discuss their child's needs;
- Responding to parents' wishes for further discussion;
- Involving parents in reviews;
- Where appropriate, asking parents to help with specific work at home.

8) Pupil Participation

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education. Wherever possible, pupils' views are ascertained and, where appropriate, they are involved in their half-termly reviews. However, where the parent and staff believe this would not be appropriate, the child's views will be gathered informally prior to the meeting.

9) Identification, Assessment and Review

The school follows the 2001 SEN Code of Practice graduated approach with regard to the identification, assessment and review of pupils with special educational needs. Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers using school tracking to monitor progress. Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEN register at the School Action stage. Parents are consulted before this decision is made.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

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.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If schools refer a child for a statutory assessment, they should provide the Local Authority with a record of their work with the child including the arrangements they have already made.

10) School Action

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention through **School Action** will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:-

- Little or no progress even when teaching approaches are targeted particularly in a 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 progress.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

This action may include:-

- Different learning materials or special equipment eg Goody boxes for Dyslexic Learners;
- Some group or individual support eg Toe by Toe, Precision teaching, Plus 1, Power of 2
- Extra adult time to devise the nature of the planned intervention eg Learning Mentors;
- Extra adult time to monitor the effectiveness of intervention eg data analysis by TAs;
- Staff development and training to introduce more effective strategies eg Training linked to Dyslexia, Autism, Speech and Language, Precision teaching, Attachment;
- Access to LA support services for one-off or occasional advice on strategies or equipment.
- ECAR
- One to one tuition

11) Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an IEP. The IEP will include information about three or four short term targets, teaching strategies, provision, and the date when the IEP is to be reviewed. The IEP should only record aspects that are additional to and different from the differentiation and learning arrangements normally provided for all children.

Outcomes against each of the short term targets are recorded during the life of the IEP and these are discussed at the half-termly IEP review meeting. The IEPs will be stored in the child's Learning Journey, which should also include evidence and notes relating to the child's progress towards their targets. Copies of the IEPs will also be given to the SENCO for monitoring, and stored in the SEN cohort files. IEPs from the Autumn term will be pink, Spring term will be orange and green for the Summer Term.

12) School Action Plus

The triggers for *School Action Plus* will be that, despite receiving individualised 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 an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

13) Request for a statutory assessment

A child will be brought to the LA's attention as possibly requiring an assessment through

- A request for an assessment by the school
- A request for an assessment by a parent
- A referral by another agency

Where a request for a statutory assessment is made to the Local Authority, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*.

This information may include:

- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service.

14) Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs.

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement.

15) Statements of Special Educational Needs

A statement of special education needs will include:

The pupil's name, address and date of birth;

Details of all of the pupils special needs;

Identify the special educational provision necessary to meet the pupil special educational needs;

Identify the type and name of the school where the provision is to be made;

Include relevant non-educational needs of the child;

Include information on non-educational provision;

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting.

The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher. On some occasions, the LA may decide not to issue a statement but instead issue **a note in lieu**.

16) Review Meetings

Parents are invited to attend half-termly review meetings for all pupils on the SEN register.

Representatives from external support agencies may also be invited, if appropriate.

For pupils with a Statement of Special Educational Need an Annual Review is also held to review progress towards objectives outlined in the statement. The school and professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. A copy of the review report is sent to all invitees, including parents, and the Schools and Children's Services Directorate.

17) Liaison

When children move to secondary education or transfer to another school, teachers and the SEN Co-ordinator will liaise with the special needs department of the receiving school. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

18) Complaints

In the first instance any misunderstandings or complaints about the school's SEN procedures should be directed to the Headteacher. Following consultations with the appropriate staff, the Headteacher will report back to the parent. If the parent feels that the complaint has not been resolved satisfactorily the complaint should be put in writing and the school's Complaints Procedure will be followed.

19) Other documentation which supports this policy:-

- Accessibility plan
- Equality and Community Cohesion Scheme
- Inclusion Policy
- Disability Equality Scheme

20) Review

This policy will be reviewed every three years or earlier if deemed necessary