

# WEST MOORS, ST. MARY'S Cof E ( VC) FIRST SCHOOL

## **SEN Policy**

### **DEFINITION**

St. Mary's First School's definition of a 'special need' is ...

A child has a special educational need if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they have:

- Significantly greater difficulty in learning than the majority of children of the same age; or
- 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 the area of the local education authority.

### **AIMS AND OBJECTIVES**

We aim to:

- Create an educational environment in which children will be happy and eager to learn.
- Provide situations to promote the acquisition of skills and knowledge and the ability to apply these.
- Encourage the development of moral and spiritual values in a caring and positive atmosphere.
- Value children as individuals and give them the opportunities to achieve their full potential.

### **PRINCIPLES**

The needs of all pupils with Special Educational Needs will be addressed.

All children will be offered the greatest possible access to a broad and balanced curriculum including the requirements of the National Curriculum.

Most pupils' needs will be met within mainstream schools unless the child's inclusion would be incompatible with the efficient education of other children.

The involvement of parents and carers is very important. Effective assessment and provision will exist when there is the greatest possible degree of partnership between parents, carers, children and the school. Parents and carers will be informed of any staff concern and any action to be taken in support of their child at the earliest opportunity.

All children with Special Educational Needs will be identified and assessed as early as possible.

### **ROLES AND RESPONSIBILITIES**

#### **THE DUTY OF THE GOVERNING BODY:**

The school Governing Body has important statutory duties towards pupils with Special Educational Needs.

The Governing Body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.

- Secure that, where the ‘responsible person’ – the headteacher or the appropriate governor – has been informed by the LEA that a pupil has Special Educational Needs, those needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.
- Report annually to parents on the implementation of the school’s policy for pupils with Special Educational Needs.
- Ensure that the pupils join in the activities of the school together with pupils who do not have Special Educational Needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the effective education of other children in the school and the efficient use of resources. (Education Act 1996 Section 317)
- Have regard to the Code of Practice when carrying out their duties toward all pupils with Special Educational Needs. (Education Act 1996 Section 313)
- Ensure that parents are notified of a decision by the school that their child has Special Educational Needs. (Proposed in the SEN & Disability Rights in Education Bill consultation paper)

## **THE HEADTEACHER**

The Headteacher has responsibility for the day-to-day management and operation of the school’s SEN policy for co-ordinating provision for pupils with Special Educational Needs and for ensuring that staff has regular access to relevant in-service training.

## **THE SEN CO-ORDINATOR**

The key responsibilities of the Special Educational Needs Co-ordinator include:

- Overseeing the day-to-day operation of the school’s SEN policy.
- Co-ordinating provision for children with Special Educational Needs.
- Liasing with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records on all children with Special Educational Needs, including relevant IEPs.
- Liasing with parents and carers of children with Special Educational Needs.
- Advising and supporting other members of staff in the school.
- Liasing with external agencies, including the LEA’s support and educational psychology services, health and social services and voluntary bodies.
- Carrying out an annual SEN audit as required by the LEA.

## **CLASS TEACHERS**

The responsibilities of the class teachers include:

- Identifying pupils with Special Educational Needs and developing provision of those pupils.
- To keep the SENCO informed and review individual pupil’s progress.
- Each term a staff meeting will be specifically organised to monitor the needs and provision across all year groups.

## **IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS:**

If a child has an identified special educational need when they start school, the headteacher, SENCO and the child’s class teacher will:

- Use information arising from the child’s previous education experience to provide starting points for the curricular development of the child.
- Identify and focus attention on the child’s skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.

- Ensure that ongoing observation and assessment provide regular feedback to teachers, parents and carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents and carers in developing and implementing a joint learning approach at home and in school.

#### **PUPILS WITH SPECIAL EDUCATIONAL NEEDS ARE IDENTIFIED BY:**

- Teacher observation, including children's work
- School medicals
- Parental/carers concerns
- External agencies

#### **THE PROVISION OF PUPILS WITH SEN CAN PROGRESS THROUGH THREE STAGES:**

##### **SCHOOL ACTION MAY INCLUDE ANY OF THE FOLLOWING:**

- Time for SENCO to observe/assess children.
- Discussion with parents and carers.
- Increased individual planning.
- Frequent review of planning and subsequent progress.
- Creation of smaller working groups, supported by an additional adult (either within or outside the class for part of the time).
- Creation of a permanent small working group.
- Out of hours school support (after school or at lunchtime).
- Enhanced training for class teacher and for support staff.
- Calling on general advice from a specialist.
- Differentiation of work focused more specifically.
- Targeting a pupil's strength or difficulty.
- Using ICT resources.
- Using time flexibly.
- Using specific teaching methods.
- Targeting adult support already available in class.

It is important to remember that 'effective management, school ethos and the learning environment, curricular, pastoral and discipline arrangements can help prevent some specific educational needs arising and minimise others' (SEN Code of Practice – consultation document July 2000)

The triggers for intervention through School Action will be the teacher's or other's concern, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Show signs of difficulty in developing literacy or Numeracy 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 specialised equipment.
- Has communication or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

#### **INDIVIDUAL EDUCATION PLANS**

Strategies to be employed to enable the child to progress will be recorded within an Individual Education Plan (IEP).

The IEP should include information about:

- The short-term targets for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- The outcome of the action taken

The IEP should only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children.

At St. Mary's C.E. First School, all IEPs are reviewed half-termly as far as possible. Wherever possible the child should also take part in the review process and be involved in setting the targets.

### **SCHOOL ACTION PLUS**

The triggers for School Action Plus will be that, despite receiving an individualised programme and /or concentrated 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 Numeracy skills.
- Have emotional and 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.
- Have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The school will seek the advice of external support services when action is taken on behalf of a child through School Action Plus.

Agencies that may be consulted include SENSS, Educational Welfare, Social Services, the School Health Service, County Psychological Service, Behaviour Support Services, the Hearing and Visually Impaired Service and any other service that may prove useful in supporting the staff and the child.

Access to such external support services may only be gained through school on an official basis.

The SENCO and class teacher, together with curriculum co-ordinators and external specialists will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of ICT.

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, which will be, as far as possible, implemented within the normal classroom setting.

The SENCO needs to make a note in the child's records of

- What further advice is being sought
- The support to be provided for the child following further advice.

### **SCHOOL REFERRAL FOR A STATUTORY ASSESSMENT:**

If, after School Action and School Action Plus, there is still no significant improvement, then a Statutory Assessment of Special Educational Needs may be appropriate and requested. As a result of statutory assessment a child may be issued with a statement of educational needs.

By the time the Headteacher considers referring a child for a statutory assessment, there will be written evidence of or information about:

- The school's action through School Action and School Action Plus
- IEPs for the pupil
- Records of regular reviews and their outcomes
- National Curriculum levels
- Attainments in literacy and Numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents/carers and of the child
- Involvement of other professionals

**CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEN POLICY:**

The governing body and the Headteacher will monitor targets set annually at the beginning of a new academic year to ensure that they are being met.

A Termly staff meeting between staff and the SENCO will be specifically organised to review objectives and specific targets and to discuss children with special educational needs.

From time to time the SEN governors will come into school to liase with the SENCO.

The governing body will report to parents at their annual parents' meeting on the success of the school's SEN policy, its objectives and targets and whether it has achieved the targets set for the year.

**SEN SPECIALISMS AND UNITS**

There are no special units at St. Mary's C.E First School.

All teachers have experience in working with children with Special Educational Needs.

The SENCO is currently undertaking the Integrated Masters Programme – SEN in the Classroom.

Special Educational Needs Co-ordinator (SENCO) – Mrs Sarah Williams

Governor with SEN Responsibility – Mr Simon Dixon