

## CRICK PRIMARY SCHOOL

### Special Educational Needs Policy

#### Introduction

This policy is constructed in line with the requirements set out in Schedule 1 of Statutory Instrument 2506 (1999) which sets out 17 prescribed elements under three headings. The policy is fully compliant with the 2001 Code of Practice for special educational needs.

#### Part 1 : Basic information about the school's SEN provision

*The objectives of the governing body in making provision for pupils with SEN and a description of how the governing body's SEN policy will contribute towards meeting those objectives.*

- Guiding principles
- Objectives which SEN policies seek to secure

Definitions;

**A child has *special educational needs* 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 a significantly greater difficulty in learning than the majority of children of the same age; or**
- have a disability which prevents or hinders the child 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**
- are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.**

**A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.**

***Special educational provision* means:**

- for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area**
- for a child under two, educational provision of any kind.**

**(Education Act 1996, Section 312)**

## Special Educational Needs Policy

### Principles

- a child with SEN should have their needs met
- the views of the pupil 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

### Objectives

- The school will manage resources to ensure all children's needs are met
- A pupil's special educational needs will be identified early
- All those responsible for or involved in SEN provision take into account the views and wishes of the child
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Statements will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO in conjunction with the SEN representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, IEP effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

*The name of the person who is responsible for coordinating the day to day provision for pupils with SEN at the school, whether or not the person is known as the SENCO.*

- To provide ready form of reference

Miss S Brook, SENCO.

*The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.*

- Job description of the SENCO
- If team approach is used, roles and responsibilities of those in the team

## Special Educational Needs Policy

Consider the following:

### Role of the SENCO

- Strategic development of SEN policy/provision (with head teacher and governing body)
- Day to day responsibility for policy/provision
- Where there is a shared class the SENCO will ensure that responsibility is delegated as appropriate, to one or both teachers, for writing IEP targets and sharing these with parents
- Professional guidance to teachers
- The SENCO will ensure that termly SEN review meetings with parents will be conducted outside of parent's evenings
- Developing effective ways of overcoming Barriers to Learning
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching and standards and by target setting
- Collaborate with curriculum coordinators
- Managing LSAs
- Overseeing records
- Liaising with parents
- Contributing to continuing professional development (CPD)
- Liaising with external agencies

SENCO costs should be set against core budget not SEN and their work should be supported by ICT management systems

The SENCO will be a member of the Senior Management Team

*The admission arrangements for pupils with SEN who do not have a statement in so far as they differ from the arrangements for other pupils.*

- If these are the same as the school as a whole, they should be stated
- If there are different arrangements which give priority to SEN pupils, these should also be stated

*The kinds of provision for SEN in which the school specialises and any special units.*

- Where a unit exists the provision should be described briefly

Crick Primary School has no specialised units or specialist teachers for SEN. Several members of staff have received specialist training for SEN pupils: autism, dyslexia.

*Facilities for pupils with SEN at the school including facilities which increase/assist access to the school by pupils who are disabled.*

- Any arrangements or facilities or lack of them which affect accessibility should be described here

## Special Educational Needs Policy

Crick Primary school is designed all on one floor. Access is ramped into the main entrance and the school has one toilet suitable for the disabled.

A statement of intent with regard to the Code of Practice for Schools on the Disability Discrimination Act 1995: Part 4 should be inserted here. The Code of Practice was published in July 2002, reference: COPSH.

Information can be obtained from [www.drc-gb.org](http://www.drc-gb.org)

### **Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs**

*How resources are allocated to and amongst pupils with special educational needs.*

- Principles for resource allocation which will include where the funding comes from as well as how it is allocated

#### SEN Funding

SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the County Council on the basis of data submitted to them for their audit of SEN arrangements (PLASC).

#### The range of actions/provision

Appropriate arrangements will be determined for each individual pupil but may include one or more of;

- Assessment and planning
- Grouping for teaching purposes
- Human resources
- Curriculum and other teaching methods

*How pupils with special educational needs are identified and their needs determined and reviewed.*

- The identification, assessment, monitoring and review procedures adopted by the school, reflecting the Code of Practice

In line with the 2002 Code of Practice the following graduated response will be made to pupils who have SEN.

#### **Action by class teacher (prior to involvement of the SENCO, class teachers will be expected to have undertaken the following actions)**

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do

## Special Educational Needs Policy

- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Don't assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation, NNS and NLS provide efficient planning models
- Records should be kept and handed to next teacher in the Summer term
- Arrangements should be monitored to identify those not making sufficient progress, at which point the SENCO is consulted.

### School Action

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, makes little progress due to underachievement, behaviour sensory/physical or communication/interaction difficulties
- Class teacher/SENCO discuss, look at existing and collect additional information, SENCO takes lead in further assessment and planning future support
- Interventions may include different materials or groupings, adults developing interventions – may not mean extra time
- Should be speedy access to LA service for one-off discussions
- If an IEP is needed it should be crisp with 3 to 4 targets, discussed with parents, record targets, teaching strategies, provision, review date, outcome
- If an IEP is needed it should only record what is additional and should be reviewed twice a year or termly, in a process that should not be unduly formal. Monitoring will be undertaken continuously

### School Action Plus

- Should be considered when pupils are unable to make appropriate progress and involves experts advising on new IEP targets, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level or serious behavioural/physical/sensory/communication/ interaction difficulties
- External agency contacted and will need to see existing records
- SENCO/teacher/external agency representatives to consider range of approaches/materials including ICT
- IEP reviewed and links made to pupils difficulties (see SA)

### Individual Education Plans

- As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IEPs, which will achieve the following:
  - Raise achievement of pupils with SEN
  - Be seen as a working document
  - Use a simple format
  - Detail provision 'additional to' or 'different from' that generally available for all pupils
  - Detail targets which are 'extra' or 'different' from those for most pupils
  - Be jargon free
  - Be comprehensible to all staff and parents
  - Be distributed to all staff as necessary
  - Promote effective planning
  - Help pupils monitor their own progress

## Special Educational Needs Policy

- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEN
- They will focus on:
  - Up to three or four key individual, measurable targets set to help meet individual needs and particular priorities
  - Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills
  - Strengths and successes should underpin targets and strategies
- They will consist of:
  - Short term targets set for or by the pupil
  - Teaching strategies to be used
  - Provision to be put in place
  - When the plan is to be reviewed
  - Success and/or exit criteria
  - Outcomes (recorded when IEP is reviewed)
- When reviewed the following will be considered:
  - Progress made
  - Parents' views
  - Pupil's views
  - Effectiveness of the IEP
  - Any specific access issues that impact on progress
  - Any updated information and advice
  - Future action, including changes to targets and strategies
- As part of the process 'progress' will be defined as:
  - Closes the attainment gap between the child and their peers
  - Prevents the attainment gap growing wider
  - Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
  - Matches or betters the pupil's previous rate of progress
  - Ensures access to the full curriculum
  - Demonstrates improvement in self-help, social or personal skills
  - Demonstrates improvements in the pupil's behaviour
- Reviews of pupils with statements will be carried out in accordance with advice from Children and Young People's Service - Inclusion

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the County Council to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear 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. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 7 of the Code of Practice.

## Special Educational Needs Policy

*Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum).*

- How the school provides access for pupils with SEN to the curriculum, considering
  - The extent to which general curriculum development caters for SEN
  - The range of teaching strategies and approaches used, including differentiation
  - How arrangements for in-class support and/or withdrawal affect access to the curriculum

### Differentiation of the Curriculum

Planning for differentiation can involve:

- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- including work recorded in alternative formats
- employing active learning strategies giving pupils first hand experience
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- explaining new words regularly to ensure understanding and use
- allowing sufficient repetition to consolidate skills
- allowing time for reflection
- ensuring that the pace of the lesson takes account of the differences between individuals

### Options for Differentiation

#### Presentation

- simplifying verbal instructions
- demonstration
- writing down and leaving instructions up after saying them
- reading aloud key text/instructions before child reads them
- putting up a glossary of word meanings for difficult vocabulary
- simplifying written workcards and texts
- supplementing information in books with tapes, video, pictures, charts, diagrams

#### Approach to learning

- choosing more motivating activities by linking tasks to children's interests
- dividing longer pieces of classroom work into shorter tasks each with own endpoint

## Special Educational Needs Policy

- increasing use of active learning approaches - brainstorming, drama, role play, card sorts, making posters, display, group discussion, group problem solving
- providing opportunities for repetition and reinforcement - same activity presented in different ways, reviewing earlier learning regularly

### Response

- using alternatives to written recording, oral presentation, tape, video, dictation to helper, drama, picture-diagram-flow chart, PC-aided recording
- providing prompt sheets for writing, questions to answer, key words for each section. sentences or paragraphs to put in correct order
- cloze procedure
- cooperative writing, groups or pairs

### Implementation of the National Curriculum statement on Inclusion

The statement sets out the following principles;

- a) Setting suitable learning challenges
  - Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
  - Identifying any gaps in pupils' learning and making arrangements to deal with them
  - Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
  - Where pupils' attainments are significantly low, schools will have to demonstrate that they have planned sufficiently challenging work within each subject
- b) Responding to pupils' diverse learning needs
  - Schools will have to demonstrate that they have set high expectations and provided opportunities for all pupils to achieve
  - Teachers need to demonstrate that they are aware that pupils bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
  - Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively
  - Teachers should demonstrate that they have taken specific action to respond to pupils' diverse needs by
    - a) creating effective learning environments
    - b) securing their motivation and concentration
    - c) providing equality of opportunity through teaching approaches
    - d) using appropriate assessment approaches
    - e) setting targets for learning
- c) Overcoming potential 'Barriers to Learning' and assessment

This section deals specifically with pupils with special educational needs

  - Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child
  - Where appropriate there needs to be evidence that pupils have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists
  - Teachers should demonstrate that they have taken specific action to provide access to learning by

## Special Educational Needs Policy

- a) providing for pupils who need help with communication, language and literacy
- b) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- c) planning for pupils' full participation in learning and in physical and practical activities
- d) helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
- e) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

*How pupils with special educational needs engage in the activities of the school together with pupils who do not have special educational needs.*

- Arrangements for the inclusion of SEN pupils

### The inclusive practices of the school

The school will ensure, in line with the principle of inclusion that;

- All pupils are achieving as much as they can, deriving the maximum benefit according to their individual needs
- If certain groups or individuals are not achieving as much as they can then they find out why this is
- They are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all pupils are included in all aspects of the school
- There should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination

Teachers should therefore;

- Be aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn.
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- When working with pupils from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences
- Show that they don't condone racism bullying
- Notice and act upon spoken or physical tensions between groups or individuals
- Make clear when a behaviour is inappropriate without subjecting pupils to shame, guilt, loss of dignity or unfair comparison

## Special Educational Needs Policy

*How the governing body evaluate the success of the education which is provided at the school to pupils with special educational needs.*

- In the light of the identification, assessment, monitoring and review arrangements this sets out how the policy will be evaluated, using the principles/objectives above as a starting point
- Specific targets may be used

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects:

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

In conjunction with CYPS staff, this data will then be used to evaluate how successful the policy has been using locally developed descriptors of excellent/ very good/good and average practice to enable judgements to be made on the success of the policy and to set an agenda for further developments.

*Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

- If this is the same as for complaints about the school in general, it should be stated
- Time targets could be added if appropriate

Complaints about any aspect of the SEN policy will be dealt with in the same way as any other complaint against the school.

### **Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school**

*Any arrangements made by the governing body relating to CPD for staff in relation to special educational needs.*

The professional development programme and procedures for all SEN staff, including learning support assistants should be set out

## Special Educational Needs Policy

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by staff from Inclusion - CYPS. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses organised by NIAS (Northamptonshire Inspection and Advisory Service) with whom the school has a service level agreement
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO

*The use made of teachers and facilities from outside the school including links with support services for special educational needs.*

- The procedures for accessing support from outside agencies should be provided.
- Any service level agreement should be described

The main source of outside agency support is CYPS – Inclusion. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc. The SENCO meets IPS staff regularly to discuss individual cases and other issues. CYPS may provide support for schools at *School Action plus* and for statemented pupils through a consultation framework. Informed parental permission is required before such consultations can take place.

*The role played by the parents of pupils with special educational needs.*

- There should be a clear statement on the arrangements for working closely in partnership with parents of pupils with SEN
- Although not one of the prescribed elements, this would also be an appropriate section in which to outline procedures for eliciting pupil views

### Parents

All parents of children with special educational needs should be treated as partners.

They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child's strengths as well as areas of additional need

## Special Educational Needs Policy

- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

### Pupils

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

To participate in decision making children need information and support so that they can work towards

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

Adults need to

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children

Children should be enabled/encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to IEPs, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

*Any links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.*

- Any arrangements for drawing upon staff and resources for other schools should be set out
- Transition arrangements for pupils with SEN either moving into the school or moving on to new schools should also be set out

Liaison is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO.

*Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.*

In line with the Code of Practice, links with other agencies beside the LA support services should be set out.

## Special Educational Needs Policy

The school in contact with the following services and organisations.  
[CYPS-Inclusion. See SENCO manual for list of contacts]  
Contact is coordinated by the SENCO.

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.

**Reviewed:** January 2011  
**Agreed:** January 2011  
**Review Date:** January 2012