



# **Stoneferry Primary** **School**

## **SEN Policy**



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At Stoneferry Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or disabilities. This policy should be read in conjunction with the SEN Code of Practice (2014) and other relevant school policies.

### **Definition of Special Educational Needs (SEN)**

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

SEN code of Practice 2014

### **Definition of Disability**

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

### **Aims and Objectives**

- All pupils at Stoneferry Primary School are valued equally, irrespective of ability, race, gender, class and community.
- All our pupils are entitled to be given maximum possible access to a broad balanced and differentiated curriculum including the National Curriculum.
- Our aims of education are the same as those for all children - to help them achieve their personal best. We recognise that the help children need in progressing towards our aims will be different.
- Any of our pupils may encounter difficulties in school at some stage. They are entitled to have their particular needs recognised and addressed as early as possible to ensure that they experience success and their needs are met

- It is the responsibility of all teachers to identify and meet the SEN of pupils. In this they follow a graduated approach working collaboratively with colleagues in school, the child and its parents and agencies outside the school when appropriate.
- The curriculum for pupils should be matched to their special educational needs and delivered in such a way that access to their peers and community is maintained.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning. Good special needs practice is good practice for all pupils.
- Ensure that every child with special educational needs can express their views and are fully involved in discussions and decisions which affect their education.

## **Roles and Responsibilities**

- The governing body has a statutory duty towards the pupils with special educational needs. In partnership with the head teacher and SENCO, they decide the school's general policy and approach to meeting provision for those children with special educational needs. They set up appropriate staffing and funding and report to parents annually on the school's policy on special educational needs. The governor with special responsibility for SEN is currently Angela Campbell.
- The head teacher is responsible for the daily provision of children with SEN. The head teacher also has a duty to keep the governing body regularly informed regarding issues and progress relating to pupils with SEN and work closely with the SENCO.
- All staff are aware of the procedures for identifying, assessing and providing provision for children with SEN.
- The SENCO works closely with the staff and is involved in the development of the SEN policy and provision. The SENCO has the responsibility for co-ordinating provision for children with SEN and ensuring the day to day implementation of the policy. Currently the SEND co-ordinator for the school is Miss S Brady
- Parents play an essential role in contributing to the identification of a child's special need. There is close liaison with parents to ensure their child's needs are being met. Every term parents are invited to attend a review meeting of their child's progress and help plan the next set of targets for their child
- Children also encouraged to talk about their thoughts about school. They are encouraged to talk about their achievements and areas of the curriculum that they feel are difficult. The children's views then contribute to their one-page profiles.

## **Admission Arrangements**

At Stoneferry Primary School we follow the current LA Admission Arrangements for Nursery and Primary Schools. We are an inclusive school. We admit children with already identified special educational needs as well as identifying and providing for pupils not previously recognised as having SEN.

## **Provision**

At Stoneferry Primary school pupils are provided with high quality support from a range of sources:

- **In School support**

All staff receive regular training regarding relating to SEND. The SEND action plan includes ongoing training to meet the needs of pupils with a range of difficulties. Some Teaching Assistants are employed to work on a 1:1 basis with children with specific needs, such as ASD, Down Syndrome, Communication and behavioural difficulties

- **External support**

General screening and individual assessments for hearing and vision difficulties are carried out by the school nurse. The school nurse can also provide support and guidance with other issues such as toilet training for children with SEND.

The school has a service agreement with Applied Psychology to provide support from and Educational Psychologist. The school can request advice or an assessment of a child depending what level of support is required.

The speech and language service attend the school after a referral has been made for the services. They will make an assessment and then decide which level of support children with speech and language difficulties should receive.

IPASS, provide support and resources for children with physical, visual and hearing difficulties.

The Whitehouse Unit and RISE Academy, provide support and advice for children with behaviour difficulties

Northcott ASD Outreach provide support and resources for children with ASD. The school has an Outreach worker who makes termly visits to ensure the needs of children with ASD are being met and to provide staff with advice and support

Close relationships with Social Services, the Health Service and voluntary organisations are also maintained by the Emotional Well Being Officer

### **Facilities and Equipment**

The school is a single storey building with toileting facilities and access for people with physical disabilities. Children's needs are met wherever possible within their classrooms. In addition, other rooms are available for children to use. The Learning Zone is used for working with children with Speech, Language and Communication needs on a one to one basis or for small group work, such as social groups. Workstations have been created for children with ASD to assist them with independent learning.

### **Allocation of resources**

The SEND budget is allocated to the school annually, and is linked to the number of children on the SEND register. The majority of the budget is used to fund Teaching Assistants who are then used to provide support to children with difficulties. In addition, children with education health care plans receive individual allocations of funding, which are allocated to meet the specific needs identified on the annual review statement.

Every attempt is made to ensure that all pupils with SEN have access to any resources that will assist their development. Support reading schemes are available in school as and when necessary. Curriculum leaders are responsible for resources for their own area and will have regard for any specialist equipment if thought to be necessary and the budget restraint allows.

### **Access to the curriculum**

All children with special educational needs have the right to access the full curriculum. The class teacher is responsible for differentiating activities to maximise a child's access to the curriculum. The school has a provision map which outlines the provision given to our pupils.

### **Identification and assessment**

The school is committed to the early identification, assessment and provision for a child with special educational needs. It is primarily the responsibility of the class teacher to identify children with special needs, under the guidance of the head teacher and SEND coordinator.

The precise nature of learning difficulties is often difficult to identify, they are often a result of a combination of factors within the child and the environment. It is important that any attempt to assess a child who appears to be experiencing difficulties should be based on close observations of a child in a variety of situations and over a period of time. Evidence is gathered from observations, school assessments and lesson evaluations. If a child is experiencing some difficulties the class teacher is responsible for examining how class practise and organisation can support the child.

A range of evidence is collected through a variety of assessments and monitoring arrangements, including:

- Their performance monitored by the teacher as part of their ongoing observations and assessment.
- The outcomes from baseline assessment results.
- Their progress against objectives specified in the National Literacy and Numeracy Strategies.
- Standardised screening or assessment tools.
- Their performance against National Curriculum levels at the end of a Key Stage.

If difficulties persist and a child is considered to not be making the expected levels of progress, the class teacher will consult with the SENCO in order to decide whether additional and/or different provision is necessary. The school has a graduated approach to intervention and provision, which is recommended in the SEN Code of Practice.

### **Expression of concern**

If a child's progress causes some concern for the class teacher, member of staff or parent, a discussion with the relevant members of staff and parents will take place. An expression of concern form will be completed identifying the child's specific difficulties, strategies to help overcome these difficulties, exit criteria will be set and a date for review will be made. Support for the child will be provided by the class teacher through quality first teaching and appropriate differentiation.

After the review of the child's progress a decision will be made in order to decide whether the problem is resolved or if the child continues to need appropriate intervention in order to meet their needs.

A child who continues to make less than expected progress given their age and individual circumstances may:

- make progress that is significantly slower than that of their peers starting from the same baseline

- fail to match or better the child's previous rate of progress
- fail to close the attainment gap between the child and their peers
- widen the attainment gap

Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEND as slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

### **Monitoring, evaluation and review**

At Stoneferry Primary we aim to provide a variety of approaches in order to maximise the achievement of all pupils with SEN. This should enable them to have a broad and balanced curriculum. Teachers' planning and approaches should be flexible in order to recognise the needs of all these children to ensure that work is well matched and differentiated to the specific needs of individuals.

Monitoring the effectiveness of intervention strategies is an integral part of the review process that is judged by the success or failure of the individual targets set. Time is allocated during each term to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure that the person delivering it is given the chance to receive feedback.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making steady progress against these targets. Teacher assessments are also used to measure the progress individual children and groups of children with SEN make. The SENCO tracks the progress of pupils with SEN in Maths, Literacy and PSHE termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development. On an annual basis, the DFE produces statistical information relating to the performance of children with SEN nationally. This data has been used to compare the performance of our children in comparison to those nationally.

Staff will also hold regular reviews with parents.

The outcome of the review may be:

- The child is removed from SEN register because significant progress has been made and the child's needs can now be addressed through a normal differentiated curriculum.
- The pupil needs to continue on the SEN register in order to gain additional support because insufficient progress has been made despite intervention and support.
- The child becomes a high priority on the SEN register. After a period of time (2 reviews) and the child progress is inadequate External agencies may be contacted at this point (with parental permission) for further advice and support. These professionals will contribute to monitoring and reviewing progress and any further assessments that may be planned to identify a child's specific needs. Pupils are usually assessed within school and advice and strategies are provided on new targets. It is the class teacher's responsibility wherever possible to address the child's targets within the classroom.

### **Education Health Care Plans**

Where a child has demonstrated significant cause for concern, and all other intervention stages have had insufficient success in meeting a child's needs, the school may request statutory assessment. If the child meets the needs of the criteria outlined by the LA, the child may receive

an Education Health Care Plan (prior to 1<sup>st</sup> September 2014 - statement of Special Educational Needs). This will set objectives, identify resources and allocate funding to meet the child's needs. The statement will be reviewed annually with involvement of the parents, pupils and the appropriate outside agencies. A report will then be written for the local LA.

When pupils are due to transfer to another school, planning for this will be started in the year prior to transfer. Advanced planning for children in year 5 will allow appropriate options to be considered. It is the responsibility of the SENCO to liaise with the SENCO of the local secondary schools to ensure that effective arrangements are in place to support pupils when they transfer.

### **Children for whom English is an additional language (EAL)**

The code of practice clearly states that a child should not be considered to have Special Educational Needs on the grounds of language differences alone. Children for whom English is an additional language receive additional provision. However, it may be the case, that some EAL children will have also special educational needs. These children will then be placed at school action and an IEP will be produced.

### **Record keeping**

The SENCO is responsible for keeping detailed records on all pupils on the SEND register. Each child on the register has a folder that contains all reports, targets, reviews etc. These are stored in a locked filing cabinet in the head teacher's office.

### **Training**

Staff are kept up to date with relevant training. Training needs are constantly under review and staff will receive training as necessary.

### **Dealing with complaints**

Close liaison with parents at all stages of the special needs process should minimise disputes. However, any complaints will initially be dealt with by the class teacher, SENCO /Head teacher. If this is unsuccessful the complaint will be referred to the governing body and ultimately the LA.

The policy review and update will take place annually.

The next review will be: October 2019

### Glossary of terms

SEN – Special Educational Need

SENCO – Special Needs Coordinator

IEP – Individual Education Plan

IPASS – Integrated Physical and Sensory Service (visual/hearing/physical)

EAL – English as an additional language