



Learning Support Policy (non-statutory)

Reviewed: May 2015

Policy approved: by Governors Improvements Committee
at their meeting on

Next review: July 2018

UN Convention on the Rights of the Child

Article 29 Your education should help you use and develop your talents and abilities.

Article 23 You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

General Rationale

It is the intention of this policy document to ensure that all those children who have a special educational need as defined by the '*Special Educational Needs and Disability Code of Practice: 0 to 25 years*' (July 2014) are identified and have their needs met.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in schools in mainstream schools

Slow progress and low attainment do not necessarily mean that a child has special educational needs (SEN) and should not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability.

Aims

This policy is in keeping with the school's aims, its teaching and learning policy and its policy for special educational needs. The governing body and staff in the school will ensure that all pupils enjoy a broad, balanced and relevant education, which meets individual needs.

This will be achieved through:

- early identification of needs
- a suitably differentiated curriculum
- access to whole curriculum with modifications if necessary
- partnership with parents of identified children to promote maximum progress
- regular tracking of progress and celebration of success

- children being encouraged to take ownership of their own learning and development and tracking their own progress against identified targets

Key Objectives

- to support teachers and learning support assistant's (LSA) continuing professional development in SEN
- to raise academic standards in identified groups
- to increase range of strategies to support pupils with difficulties in communication and interaction, cognition and learning, social, emotional and mental health, or sensory and/or physical needs
- to provide good information to parents about their child's progress and how they can best support this
- match levels of support as closely and effectively as possible to the identified needs of children and young people and the development of inclusive provision for them

All children and young people are valued equally and have the right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours. All children and young people are empowered so that their voice is heard and heeded in decisions made about themselves.

All parents and carers are partners in meeting the needs of their children and in developing responsive and timely interventions when a special educational need is identified.

Identification, Assessment and Provision

Facilities for pupils with SEN

The school is able to accommodate children with physical disabilities. There is wheelchair access to all teaching areas and some toilets are fitted with handrails. Specialist Teacher Advisers for children with physical disabilities may visit regularly to liaise with the Headteacher and Class teachers to ensure appropriate provision.

There must be a good range of SEN resources available for use by pupils, LSAs and class teachers.

Allocation of resources

Personal Budgets

A personal budget is an amount of money identified by the local authority to deliver provision set out in an Education, Health and Care (EHC) plan where the parent is involved in securing that provision.

Local authorities must provide information on Personal Budgets as part of the Local Offer.

For further information please see: http://www.hantslocaloffer.info/en/Main_Page

Based on the overall funding, decisions are then made between Head Teacher and SENCO as to the level of provision needed within each year group, giving due regard for pupils with EHC Plans.

The school is responsible for controlling, maintaining and improving the overall level of resourcing for special educational needs and must ensure that consideration is given to children with special educational needs in the development of Information Communication Technology (ICT) to support their learning.

Roles and responsibilities

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities.

The person responsible for the co-ordination of the school's SEN provision is Mrs Robertson.

In accordance with the Code of Practice (paragraph 6.90) the key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Identification and provision

The school will assess each child's current level of attainment on entry in order to establish a baseline for further progress. If a child has already been identified in pre-school years as requiring SEN Support the SENCO and child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class and delegate resources appropriately
- use the assessment process to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about progress and form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

In order to help children who have special 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 are available as needed.

SEN Support

As part of the 'plan, do and review' cycle of a child's progress a class teacher may decide that the progress is giving cause for concern. In consultation with the SENCO the following criteria will be considered as evidence for the need for action. Adequate progress would be demonstrated by any of the following:

Progress which

- closes the attainment gap between the child and its 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 child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates an improvement in the child's behaviour

If it is agreed that the progress, despite high quality teaching and differentiated learning opportunities, is inadequate, the child will then receive intervention in addition to and different from that provided as part of the school's usual differentiated curriculum. This is called *SEN Support*. Parents will be informed of the action taken to help the child and progress as a result of this action.

Individual Education Plans (IEP)

Strategies employed to enable the child to progress will be recorded on an IEP which will include information about:

- the short term targets set for the child
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (after plan is reviewed)

Whenever possible, the child will be involved in the target setting and review process. The plan will be reviewed each term before parents' evenings with an opportunity to discuss targets and progress with the class teacher at these meetings.

Statutory Assessment

Where a child continues to give significant cause for concern despite systematic and sustained intervention, the school may consider a request for a statutory assessment by the local authority (LA). The school will provide detailed evidence of all special needs intervention to date and progress. The LA may then decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's needs is such as to require the LA to determine the child's SEN provision through an EHC Plan.

All children with EHC Plans will have short-term targets set, following the outcomes sought for the child which are identified on the plan. They will be recorded on an IEP and implemented, at least in part, in the normal classroom setting. The implementation of the targets will continue to be the responsibility of the class teacher.

All EHC Plans must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must consider whether these outcomes and supporting targets remain appropriate. Reviews must be undertaken in partnership with the child and their parent, and must take account of their views, wishes and feelings, including their right to request a Personal Budget.

Partnership with parents

Parents of all children are encouraged to support their children's learning to the best of their ability in order to maximise their child's progress (see Teaching and Learning Policy). It is with this aim in mind that parents of children with special educational needs will be invited into school to discuss their progress on a termly basis. The SENCo also welcomes informal meetings with parents. Regular, ongoing communication between home and school is provided by:

- home/school reading record books
- homework diaries
- termly IEP's
- other communication as is deemed necessary

Parents are encouraged to inform the school of concerns that they have dealt with through their GP, which the school may need to be aware of.

Links with other schools

During the final summer term before transfer, the SENCo liaises with the corresponding SENCo of the local secondary schools and records are transferred. This ensures that the receiving schools are fully informed of children's individual needs.

Links with child health services, social services, education welfare services

The Head Teacher, governors and SENCO may liaise with support services as necessary. Key information from meetings is disseminated to staff and parents and parental permission is requested for outside agency involvement.

Staff are encouraged to bring concerns about pupils' health matters to the Head Teacher for inclusion in visits by the school medical officer or nurse.

Involvement with social services support is dealt with initially by the Head Teacher who then will disseminate sensitive information to appropriate members of staff on a confidential basis.

SEN INSET for staff

The school is committed to professional development for all staff in areas related to SEN. Training needs are reviewed annually and opportunities for both teaching and non-teaching staff are negotiated within the school's overall INSET budget. The SENCO disseminates information to staff about courses that are appropriate for all staff, giving due regard for areas of need, which are particularly pertinent at the time. Outside

agencies are encouraged to visit and address training needs. In school training is provided by the SENCO where appropriate.

Evaluation of success of SEN policy and procedures

The governors will be given opportunities to appraise success through direct observation of the nature and frequency of support. The governors are provided with an annual report on SEN. The SENCO will meet with the SEN governor on a termly basis.

Success is reported to parents of individual pupils informally and through formal reporting procedures and, in the case of pupils with EHC Plans, at annual reviews. Pupils are made aware of their success by positive reinforcement through praise and the whole school reward systems, such as team points, the 'Gold Book' and celebration assemblies.

The overall success of the school in implementing the SEN policy can be measured using the following data:

- Value Added data from Hampshire Baseline Assessment and KS1 data
- Data from Hampshire SEN Audit
- Numbers of pupils on SEN register and movement between stages
- LSA time allocated to pupils
- Proportion of budget spent on specialist advice
- Gains in scores from standardised tests
- Gains in scores from half-termly assessments and SATs tests
- Success in achieving IEP targets

Arrangements for the treatment of complaints and concerns

Complaints from parents about identification, action or evaluation of SEN are rare but should be dealt with as outlined in our school complaints policy.

Glossary of terms for Governance of SEN/Learning support

CAF Common Assessment Framework

CAMHS Child and Adolescent Mental Health Service

EHCP Education Health Care Plan

ICT Information Communication Technology

JAR Joint Area Review

LA Local Authority

LCS Learning and Skills Council

PCT Primary Care Trust

SEN Special Educational Needs

SENDIST Special Educational Needs and Disabilities Tribunal