



# **Newlands Primary School**

## **Special Educational Needs (SEN) Policy (statutory)**

Reviewed: July 2015

Policy approved: by Governors Improvements Committee  
at their meeting on 14<sup>th</sup> July 2015

Ratified by FGB: at their meeting on

Next review: July 2016

## UN Charter on the Rights of the Child

### Article 23 – You have the right to special education and care if you have a disability so that you can live a full life

#### 1. Principles and Objectives

At NEWLANDS PRIMARY SCHOOL we recognise that at some time many children may have a special educational need (SEN). We recognise that the requirement which children have for support vary over time as a result of the influence of a variety of factors.

We have regard to the following definition of Special Educational Need:

*‘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 him or her.*

*A child of compulsory school age or a young person 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 which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*Special educational provision is educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools.’*

(DfE ‘Special educational needs and disability code of practice: 0 to 25 years’ July 2014)

At NEWLANDS PRIMARY SCHOOL the basis of our SEN provision is that we believe that:

- ❖ All children are valued equally regardless of their abilities and behaviours.
- ❖ All children are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.

We also believe that:

- ❖ The quality of the education that we provide for children with a special educational need should be maintained and improved wherever it is delivered.
- ❖ We should seek to further develop and implement more effective means of inclusion.
- ❖ Resources are allocated and used efficiently, effectively and equitably,
- ❖ Partnerships with parents are of key importance in the provision for children with SEN.

We monitor all children who are not making adequate progress in the four broad areas specified in the SEN Code of Practice:

- ❖ communication and interaction;
- ❖ cognition and learning;
- ❖ social, emotional and mental health difficulties;
- ❖ sensory and/or physical needs.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

Children with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.

All children receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.

## **2. Coordinating Provision at Newlands Primary School**

### **Management**

The Special Educational Needs Coordinator (SENCO) and the Head Teacher will oversee the support provision for the children with SEN and the class teachers will arrange and organise the delivery of the programmes of work.

The SENCO will update the SEN register on a termly basis following consultation with the staff and will ensure that relevant members of staff are fully informed about the children's needs.

### **Consultation**

The SENCO and the Head Teacher will consult the local authority (LA) for advice and support and will liaise with other external agencies as necessary.

### **The SENCO's Responsibilities**

The SENCO, working closely with the head teacher, the senior leadership team and fellow teachers is involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day to day operation of the school's SEN policy, SEN Information Report and for co-ordinating provision for all SEN Support.

All staff will be involved in the development of the policy, made aware of changes to the Code of Practice, and of the procedures for identifying, assessing and providing for children with SEN.

The SENCO will work in collaboration with the class teacher and class learning support assistant (LSA) about the needs of pupils, IEPs, liaison with parents, and together with the Head teacher, liaison with external agencies.

### **The Head Teacher's Responsibilities**

The Head teacher has responsibility for the day to day management of SEN, including provision of children with SEN. The head teacher will keep the governing body fully informed and also work closely with the school's SENCO.

## **Governor's Responsibilities**

The governing body, in co-operation with the Head teacher, will determine the school's general policy and practice. The Improvements Committee will review the SEN policy and guidelines each academic year. The Governors will also designate a Governor with responsibility for SEN. The Governor for SEN and SENCo will meet on a termly basis.

The Governing Body has a statutory obligation to report to the parents about SEN each year through the Governing Body's Report to parents. The report must contain information on:

- ❖ The success of the policy.
- ❖ Significant changes to the policy.
- ❖ Any consultation with the LA or Funding Authority of other schools.
- ❖ How resources have been allocated to and amongst children with LSAs over the period of the year.
- ❖ What is being done to make the school increasingly inclusive.

The Governing Body evaluates the success of the education provided at the school for pupils with special educational needs through the following means:

- ❖ Analysis of pupil progress data for children with Special Educational Needs.
- ❖ The SENCO's report to the Governors. This includes information on training, pupils taken on and off the register, and an evaluation of programmes in the school.

## **The Special Needs Responsibilities of the Teachers**

The class teachers are responsible for the day to day management of SEN in their class. The class teachers must ensure that their SEN file is up to date and accessible to LSAs, SENCO and the Headteacher. Teachers must liaise with the child, LSA and parents to write an individual education plan (IEP) on a termly basis. It is the teacher's responsibility to ensure that the IEP is shared with and signed by the child's parents. The IEP should be a working document which is under constant review and revision.

## **The SEN responsibilities of the Learning Support Assistants (LSAs)**

LSAs working with pupils with SEN must work under the guidance of the class teacher in delivering programmes for individual children. When LSAs have been given the responsibility of delivering IEP targets, they must ensure that they familiarise themselves with the current IEP for that child. LSAs should share any concerns that they have regarding the SEN children that they support with both the class teacher and the SENCO. LSAs should record any work that they do with children on a record sheet that is kept in the class SEN file or clearly marked in the child's learning journal.

## **Pupil Participation**

All pupils will be expected to take part in the setting of their own IEP targets. Children will have the opportunity to discuss their IEP targets and will have copies of their targets in language which is appropriate to them and with the appropriate visual cues as necessary.

### **3. Admission Arrangements for Pupils with SEN**

As a truly inclusive and non-discriminatory school, children with Special Educational Needs are welcomed and admitted according to the same criteria as all other children. The Disability Discrimination Act (1995) states that it is 'unlawful' to treat a child *less favourably for a reason related to their disability*. A child cannot be refused a place on the grounds of special educational needs or disability unless there are no reasonable adjustments that could be made to meet their needs and the school can justify our decision to refuse admission.

Parents/carers applying for a place for a child with particular needs should approach the Head Teacher for more information and discuss how their child's individual needs can be met.

In the case of admission of a child with a special educational need, the SENCO, head teacher and class teacher, where applicable, will arrange for appropriate transition meetings and any other agencies who have been involved with the child's education as well as for close liaison with the child's previous educational setting.

### **4. Specialist provision for SEN at Newlands Primary School**

We are committed to ensure that staff are trained to meet the needs of SEN pupils and that their knowledge is updated where necessary. LSAs are able to take part in regular training opportunities, which are then disseminated to the whole staff through regular LSA meetings, or whole staff CPD sessions if appropriate.

When there is a need to brief the whole staff on an SEN matter, INSET sessions are available.

The school has an accessible toilet located on the ground floor.

### **Identification and Assessment**

We are committed to the early identification and intervention of children who may have Special Educational Needs.

The following forms of assessment occur at Newlands:

- ❖ Assessment of children's needs on entry to school: contributing to the Foundation Stage Profile.
- ❖ Half termly monitoring of progress in Reading, Writing and Maths.
- ❖ Regular Reading age and Spelling age assessments.
- ❖ Observations or concerns raised by teachers.
- ❖ Analysis of internal and external assessments.
- ❖ Concerns expressed by parents.
- ❖ Monitoring of Standardised Scores and tracking data.
- ❖ Professional diagnosis and outside agency recommendations

In addition the following forms of assessment/screening are available as an aid to the identification of SEN.

- ❖ DST (Dyslexia Screening Test – for Key Stage Two)
- ❖ DEST (Dyslexia Early Screening Test – for Early Years, Key Stage One)
- ❖ Dyscalculia Online Assessment
- ❖ ABC Charts
- ❖ British Picture Vocabulary Scale
- ❖ School Action for Occupational Therapy

(This list acts as a guide to the tools we currently have access to and is not exhaustive)

### **The Graduated Response to SEN**

The process of assessment is a graduated one. At every stage of the assessment process the parent's point of view will be actively sought. The observations of the current Class teacher and LSA(s) will also be of key importance. Reference would also be made to a child's previous class teacher.

In the normal course of events the first part of the assessment process will be:

- ❖ Discussion will take place with the Key Stage Leader and then the SENCO when the class teacher, LSA or parents have concerns regarding a child's progress.
- ❖ At this stage the SENCO would recommend strategies which can be used by the Class Teacher. This is a process we call Early Intervention.

If the progress made by a child is less than satisfactory following the implementation of the Early Intervention Strategies, the child would then progress to SEN Support. At this stage:

- ❖ The strategies put in place would be in addition or different from the normal differentiated curriculum on a regular 'plan, do and review' cycle
- ❖ An Individual Education Plan would be written.
- ❖ Parents will be invited in to discuss their child's progress and this would include the opportunity to talk with the SENCO if required.
- ❖ IEP targets will be shared and discussed with the child.
- ❖ The SENCO will liaise with the class teacher to monitor the IEP and aid with provision of support.

Identification and placement of children on the SEN Register is in line with the guidance in the Hampshire County Council criteria for SEN Support:

<http://intranet.hants.gov.uk/childrens-services/cs-schools/sen/criteriasen.htm>

Outside agencies can become involved with a pupil, where it is deemed appropriate or necessary, at any stage of the SEN register.

### **Education Health Care Plan (EHC plan)**

If the stage were reached when a child meets the requirements for an EHC needs assessment then the school would pursue this in conjunction with the LA and the parents of the child.

EHC plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. The child's parents, a representative of the school, a local authority SEN officer, a health service representative and a local authority social care representative must be invited to attend as a minimum.

## **Waves of Intervention Model**

All teaching interventions for children with SEN fall under the following categories:

Wave One: Inclusive high quality teaching. This is an entitlement for all children at the school.

Wave Two: Additional interventions to enable children to work at age related expectations or above. These include small group work or focused tasks.

Wave Three: Additional highly personalised interventions which should be delivered on a one to one basis.

## **Individual Education Plans**

Any child who is receiving SEN Support will have an Individual Education Plan (IEP). This will be written by the class teacher (in liaison with the SENCO if required).

Our current format for writing IEPs is the pupil friendly version.

An IEP will:

- ❖ Be shared with the child, parent, LSA and SENCO.
- ❖ Help to identify how support will be given including the programmes, resources and organisation of support.
- ❖ Help to identify monitoring arrangements.
- ❖ Indicate liaison and review arrangements.
- ❖ Have SMART targets

The targets on the IEP will require specific teaching strategies to ensure that they are met. This will usually require the support of an LSA working with the child during normal class time. This time may be as part of a group or individually depending on how the child's needs are best met.

## **The Role of Parents**

We will always seek the opinion of the parents when assessing the needs of a child with Special Educational Needs and when setting IEP targets.

We will meet with parents/carers on a termly basis, in addition there may be informal conversations and individual meetings as well as keeping a dialogue in home/ school record books and diaries where necessary.

Parents should be confident that we are keen to discuss their children and view their participation as being of key importance to their child's education. If a parent has a concern regarding the provision of support that their child is receiving they should contact the class teacher, the SENCO, the Head Teacher. If, after pursuing these they continue to have concerns then they can approach a school governor and they may then seek the advice of Hampshire Parent Partnership:  
<http://www3.hants.gov.uk/parentpartnership>

All parents are kept up-to-date with developments in SEN, recent training and methods for supporting their children with learning at home through the termly Inclusion Link Newsletter.

### **Pupil Participation**

Children have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them.

Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review processes.

We encourage all pupils to participate in their own learning by self-evaluating their own learning and contributing to setting their own targets. All pupils play a key role in leading their own Learning Review in the Autumn Term and make a contribution to their own report at the end of the Spring Term. (In Years R and 6 reports are sent out at the end of the Summer term, and parents evenings are held in the Spring term).

### **Inclusion**

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

### **Evaluation Procedures**

The governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy and/or SEN Information Report need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

The school will continually review and report to stakeholders on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and subject co-ordinators monitor classroom practice and analyse pupil tracking data and test results for pupils with SEN. This will also be monitored by governors and the senior leadership team.

### **Professional Development for Staff**

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.



The SENCO has undertaken and completed the National SENCO Accreditation Training.

It is the responsibility of the SENCO to ensure that staff are kept up to date with information and legislation.

The school's policy and procedures for SEN are part of the induction procedure for NQTs and new staff. New Learning Support staff work with a mentor and are supported through out their induction process.

### **Support Services Available**

We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals.

Advice and support from outside agencies is available if requested by the school.

### **Transfer Arrangements**

When children transfer from year group to year group, close liaison between the staff involved ensures that transitions take place with ease and are perceived in a positive light by all pupils. In the case of vulnerable children, extended transition procedures are in place to ensure that pupils have time to adjust to the new key people in their teaching and learning.

The SENCO will meet with all Class Teachers to complete an SEN End of Year Review meeting where information about each pupil and their process will be recorded. This information is shared with the next Class Teacher.

When children are transferring to other schools, records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support. The school works closely with parents to support transition into Key Stage Three and in making choices to their children's individual needs.