



Policy for Special Educational Needs

S.E.N. Leader

Mrs Parkinson

S.E.N. Governor

Mr Rooke

At Stalmine Primary school we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In accordance with the SEN Code of Practice for 0-25 years all children, regardless of disability, gender, ethnicity or culture will be given full SEN entitlement according to their specific needs. Their education, safety, well-being, enjoyment and health are of paramount importance. In line with our mission statement we endeavour:

1. To provide a broad and balanced curriculum within a happy, caring, safe and disciplined environment, which enables each child to achieve his/her full potential.
2. To pursue the achievement of the highest personal standards in academic, creative, spiritual, sporting, social and moral activities, within a stimulating environment.
3. To provide equality of opportunity for all our pupils regardless of ability, race, gender, disability, religion or circumstances.
4. To prepare children to take up the duties and responsibility of citizenship, both as individuals and toward the wider community.
5. To encourage self-esteem and respect for the property, efforts, strengths and weaknesses of others.
6. To actively encourage the involvement of parents so that they can become partners in their children's learning and bring out the best in each child academically, personally and socially .

Definitions of SEN (Code of Practice 2013)

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.

Legislation

Disabled children and young people **without** SEN are not covered by the Bill (Children and Families) or this Code of Practice but are covered by provisions elsewhere in legislation, including the Children Act 1989, the Equality Act 2010 and the Health and Social care Act 2012.

Principles underpinning the new Code of Practice

- The involvement of children, parents and young people in decision making

- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEN
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Roles and Responsibilities

- The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Stalmine Primary School this role is undertaken by Mr William Rooke.
- The governing body should, in cooperation with the Head teacher, determine the school's general approach to the provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the schools work.
- The governing body must report to parents annually on the schools policy on SEN.
- The Head teacher has responsibility for the day-to-day management of all aspects of the schools work, including provision for children with SEN. The Head teacher should keep the governing body fully informed and also work closely with the school's SENCO.
- All teaching and non teaching staff should be fully aware of the school procedures for identifying, assessing and making provision for pupils with SEN.
- The SENCO, working closely with the Head teacher, Leadership team and fellow teachers, should be closely 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 and for co-ordinating provision for pupils with SEN.
- At Stalmine the SENCO will maintain the SEN register as part of the day-to-day operation of the policy and they will report termly to the SEN Governor following the updating of IEP's.
- The SENCO, in conjunction with the head teacher, will instigate the CAF/TAF process for any children on the SEN register who have needs that have to be met by more than one support service.

Teachers are responsible for: providing access to the curriculum for all the children in their class. Where teachers are concerned about a child's rate of progress they must initially find different ways for the child to have meaningful learning experiences. This may require different resources, content, teaching style, adult support. If this does not result in appropriate progress, the teacher is responsible for discussing the situation with the SENCo and the child's parents and putting the child on school's SEN register. The teacher

is then responsible for identifying the child's specific area of difficulty and writing an IEP (Appendix 1) to address this through specific strategies (small achievable targets) and use of named resources. The teacher will instruct any support staff working with the child. The teacher is responsible for the regular reviewing of the child's IEP after discussion with the SENCo and the child's parents. The new IEP will be discussed with and signed by the parents and the pupil.

TA's will: support the child in appropriate ways following instructions and discussion with the class teacher. They will give feedback to the teacher orally following each activity with the child. They will provide the specific support indicated for children with a statement and ensure that appropriate resources are available.

As subject leaders, all teachers have responsibility for various areas of the curriculum and will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material.

Admissions

Pupils with SEN will be admitted to Stalmine Primary School in line with the school's admission policy. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having SEN and what support might need to be put in place to enable the child to cope with transition and make progress. The school will make contact with feeder pre-school settings in order to ensure that transition for children with special needs is as smooth as possible remains of the highest quality.

Resources

The governors will ensure that the needs of pupils with SEN are met by employing a SENCo. The SENCo will create a provision map for all pupils with SEN which reflects the notional SEN budget available, staffing, resourcing costs and allocated time for support. The Head/SENCo will use appropriate professional advice, the LA banding document and a statement if the child has one to identify the areas of need and make appropriate provision. From September 2014 the school has a greater responsibility to make provision for all SEN pupils regardless of statements and ensure that appropriate provision is put in place. Governors have the responsibility to ensure that the notional SEN budget is allocated effectively to offer all pupils with SEN the additional support and resources they require to make progress.

Identification, Assessment, Reviews

Children are assessed on entry to school using the EYFS profile and PIPS. Children considered to have special educational needs will be carefully monitored, while working at a differentiated curriculum. If this does not result in appropriate progress, the child will be placed on the school SEN register following discussion with the SENCO and the child's

parents. An IEP will be drawn up to address the particular area of need and this will be discussed with the parents, when the targets, strategies and activities are explained and suggestions for home involvement identified. The IEP is reviewed termly, or as appropriate. Some children may have been identified as having Special Educational Needs prior to coming to school and any arrangements already in place will be supported and continued by school.

Outside agencies such as IDSS and Educational Psychologist, Speech Therapist, Occupational Therapist and Physiotherapist, CAMHS and the School Nurse are involved if necessary.

The class teacher and SENCO review IEPs termly or sooner if the targets have been achieved. They are discussed with the parents and pupils, who are asked to sign them.

For some children the support given by school and any outside agencies they have referred to may not be enough to help them make progress. School will then discuss with parents and the outside agencies already involved, whether to request that the Local Education Authority make an assessment of education, health and care needs. A successful assessment will result in the authority preparing an Education, Health and Care Plan (EHC) the format of which is yet to be agreed by Lancashire but it will have to contain certain elements linked to setting and funding.

Curriculum

Children with special educational needs access learning through a differentiated curriculum based on back tracking from the class learning objective to an appropriate level within the National Curriculum framework. Differentiation may be content, resources, level of support or learning activity. Where possible, children remain with their peers for the teaching session and return for the plenary, but may work outside the classroom for the independent activities if this is felt to be beneficial. IEP targets are reflected in the work the children undertake daily. Opportunities to achieve targets are also created during registration, quiet reading and at the end of teaching sessions.

Children with special educational needs access foundation subjects with adult support, group work and simplified methods of recording.

Resources are shared throughout the school during planning discussions where the TA and teacher will identify appropriate resources. The TA will ensure they are available.

Access to the full life of the School

All pupils will be involved in the full life of the school.

Those with special needs are encouraged to take part in all class and school activities having regard to the nature of their special need and the terms of their statement.

Complaints

The complaints procedure for SEN is in line with the school's other complaints procedures, and is available on the school website or from the head teacher or chair of governors.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo and class teacher will discuss this with the parent/carer. If the concern cannot be resolved at this stage it should be brought to the notice of the Head teacher. Parents will be informed about Lancashire Parent Partnership, who can offer confidential advice. Parents may wish to inform:

- SEN Governor
- Chair of Governors
- LEA

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head / SENCo. The SENCo and Head will keep fully up to date about SEN issues through attendance at training and cluster meetings. Teaching staff and non-teaching staff will be kept up to date informally by the Head/SENCo and formally at staff meetings and INSET meetings. The SENCo will explain to new members of staff the SEN procedures in school. SEN provision for pupils and staff will be taken into account annually when planning for INSET and included in the School Improvement Plan.

A range of outside agencies will be used where necessary to help a child with SEN and the parents. These will include:-

- Education - IDSS(T) IDSS Educational Psychologists Specialist Teachers Counsellors
- Health - School Nursing Service Occupational Therapists, Speech and Language Therapists, Physiotherapists
- Children's Services.
- Parent Partnership.
- CAMHS
- Surestart

Parents

Parents are always welcome in school to discuss their child's progress. The decision to place a pupil on the SEN register is always made following a discussion with the parents and they are involved termly or sooner if appropriate, at the IEP review. If a parent does not accept our invitation to discuss the IEP or pupil progress, the appropriate paperwork will be annotated to that effect. Consent is always sought from parents to facilitate any outside agency involvement or to commence the CAF/TAF process.

More formal meetings such as Parents Evening and reviews ensure that parents are always informed of changes in arrangements and progress being made by their child.

School makes parents aware of Lancashire Parent Partnership and will refer to the service if the parents consent to it and wish to receive advice and support.

Links

School gathers information from pre-school and nurseries prior to admission in Reception. The SENCo and Reception teacher visit feeder pre-school settings to meet the children and discuss any special needs with staff. On transfer to high school, records of measures taken at Stalmine and assessment results are forwarded along with transfer documents. Secondary school SENCos are invited to the annual review of a child who is to attend their school.

This policy will be reviewed annually.

See also Child protection, Behaviour, Assessment, Admission, Inclusion and Individual Curriculum Areas policies

Mrs E Parkinson - SENCo