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St George`s C of E Primary School

Introduction:

St Georges Primary School works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies within school.

We believe it is the right of all children to have equal opportunities to allow them to access a full and rounded education, which will enable them to achieve their full potential. We use our wide knowledge and our best endeavours to secure special educational provision for whom it is suitable. This will take the form of any provision that is additional and different to that provided within our differentiated curriculum and through our recognised quality first teaching.

The four areas of need are identified in the Code of Practice (2014) are as follows:

- Communication and interaction
- Cognition and Learning
- Social, mental and emotion health
- Sensory/physical

What are special education needs?

The Code of Practice 2014 states that

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational or training provision that addition to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child young child or young person is to be treated as special education provision.

In St George`s school our expectations are high for all of our pupils. We do however; recognise that some children may need to be offered additional support, through one to one activities or small group work in order to boost their skills and confidence.

This policy details how we do our best to ensure that the necessary provision is made for any pupil who has special educational needs.

Aims and objectives

The aims of this policy are as follows:

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To ensure that all who are involved understand the clear expectations
- To ensure a high level of staff expertise to meet pupil need
- To ensure support for all pupils with medical condition and full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children`s special educational needs
- Through reasonable adjustment to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnership with the Local Education Authority and other agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is essential that we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through pupil progress meeting with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children`s needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children`s understanding through the use of all available senses and experiences

- planning for children`s full participation in learning and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

The Role of the SENCo

The Special Educational Needs Co-ordinator`s responsibilities include:

- Overseeing the day to day operation of the school`s SEND policy
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Keeping up to date with SEND developments and training
- Liaising with local Secondary schools when year 6 move to year 7
- Liaising with external agencies including the LEA`s support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for identification and the review of children with SEND.
- Regular reviewing of SEND pupil`s progress.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school`s head teacher, the SENCo and all other members of staff in particular class teachers and teaching assistants have important day to day responsibilities. All teachers are teachers of special needs.

The school will assess each child`s age related expectation on entry in order to ensure that they build on the patterns of learning and experience already exists during the child`s pre-school year. If the child already has an identified special educational need, this information may transferred from other partners in their Early Years setting and the class teacher and the SENCo will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on act to support the child within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure ongoing observation and assessments provide feedback about the child`s achievements and experiences to form the basis for planning the next steps of the child`s learning.

This identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child`s performance in

different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. The School's SENCo may also seek advice from the Multi-cultural Development Team (MDT) who have skills and qualifications to assess children whose first language is not English.

Monitoring children's progress

The school's system for observing and assessing the progress of the individual children will provide information about areas where a child is not making adequate progress towards age related expectations at the end of the academic year. Under these circumstances, the class teacher and the SENCo will plan needs to be addressed to solve this problem. This may conclude that a pupil needs help over and above that which is normally available within the particular class or set.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help with special educational needs, our school adopts a graduated response. This may see us using specialist expertise if we feel that our interventions are still not having an impact on the individual.

The school will record the steps taken to meet the needs of individual children with a provision map and a review sheet. These will be shared with parents twice a year. If we refer the child for an Educational Health Care Needs Assessment (EHCNA) we will provide the Local Education Authority (LEA) with these records.

When a concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and this will be monitored for a short period (for example 6 weeks). If no progress is noted after this time the child's needs will be discussed again and more interventions may be necessary. The SENCO and class teachers will work on this together providing additional provision to meet the needs of the child above the normal differentiated curriculum and the child will be given individual learning targets, which will be applied, within the classroom, often with the additional support of a teaching assistant. This will all be recorded on the child's provision map.

Reasons for a child being added to the SEND register:

This may include the following:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed by the school.

- Has sensory or physical problems and continues to make little or no progress despite the provision of the specialist equipment.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Partners hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

The school's website contains details of our policy for special educational needs along with our school offer.

At all stages, the parents will be kept fully informed and involved.

We encourage parents to make an active contribution to their child's education by attending regularly meetings to share concerns and developments.

The nature of intervention

After initial discussions with the SENCo the child's class teacher and teaching assistant will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme.

The SENCO and class teacher will decide on the best action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support, which may involve small groups, one to one, paired work or ability sets.
- Extra adult time to devise/administer the nature of the planned intervention and to monitor its effectiveness.
- Staff development and training to introduce strategies that are more effective.

The use of outside agencies

These agencies may be involved if a child continues to make limited or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have been previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment, or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at an academic level that is considerably lower than children of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning and that of others.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School request for an Education Health Care Plan (EHCP)

A request will be made by the school to the Local Education Authority (LEA) if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

This evidence will include:

- Previous individual provision maps and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Results of academic achievement in Literacy and Numeracy.
- Education and other assessments for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for a possible educational Health Care Plan will be kept fully informed of the progress of the referral. Children with an EHCP will be reviewed each half term in addition to the statutory annual assessment/review. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

Individual Provision Maps

Strategies employed to enable the child to progress will be recorded within an individual Provision Map which will include the following information:

- The difficulties the child is having
- The teaching strategies to be used
- The provision to be put in place and by who
- How the interventions will help the child in their learning
- How the child can be successful
- The review date

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children`s special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately and use assessment to inform the next stage of learning.

Allocation of resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health Care Plans.

The head teacher inform the governing body of how the funding is allocated to support the special educational needs.

The Role of the Governing Body

The governing body challenges the school and its members to secure any necessary provision for any pupil identifies as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for those children and ensure that funds and resources are used effectively.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of impact. The SENDCO and Child and Family Support Manager meet weekly to discuss and review the SEND within school.

