



*Policy*  
*for Special Educational Needs*

*Autumn 2014*

*Review Date: Autumn 2015*

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Headteacher

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Chair of Governors

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Date

## *Featherstone Wood Primary School*

**“High quality teaching that is differentiated and personalized will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.” Code of Practice 2014**






### **Aims**

It is the policy of Featherstone Wood Primary School to actively encourage the involvement of Governors, staff, pupils and parents in the education of children with special educational needs (SEN).





Learning needs are met in a variety of ways, in addition to “quality first teaching”. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the Inclusion Co-ordinator (INCo), outreach teaching staff and other services. This policy describes the procedures and systems that have been established for providing an integrated education for all children with special needs, whilst providing access to a broad and balanced curriculum.

### **Roles and Responsibilities**





#### **Role of the Headteacher (currently Louise Shuttleworth):**

-  to ensure policies are implemented on a classroom level
-  to support the INCo and SEN Governor with their responsibilities
-  to ensure that statements are reviewed on time
-  to keep Governors informed of school developments and
-  to liaise with the parents and external professionals in conjunction with the INCo

#### **Role of SEN Governor (Mrs Milton):**






-  To ensure that provision of SEN is implemented in accordance with Government guidelines and school policy
-  To liaise regularly with the INCo
-  To be involved in reviewing and updating the SEN policy
-  To be involved with monitoring and evaluating the school’s SEN provision

#### **Role of the INCo (Rebecca Smith):**







-  to oversee the day to day implementation of the SEN policy
-  to co-ordinate provision for children with SEN
-  to review the impact of provision as part of a graduated approach: assess, plan, do, review
-  to liaise with and advise colleagues, including identification of appropriate intervention

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strategies within the school

-  to manage the work of learning support teachers
-  to oversee the records of all children with SEN
-  to co-ordinate liaison with the parents of children with SEN
-  to contribute to the in-service training of staff
-  to liaise with external agencies

### **Classroom Teachers:**

-  to be fully aware of the school's procedures for identifying, assessing and providing for pupils with SEN
-  to plan to meet the needs of individual children
-  to write and update a provision map to reflect the changing provision to meet the needs of all children within the class
-  to write and implement Personal Learning Plans for individual children, if appropriate, in consultation with the INCO
-  to review SEN support at least termly with parents, children and all staff involved in the provision for that child
-  to work closely with support staff and provide guidance in implementing whole school intervention strategies and work to meet individual targets

### **Teaching Assistants**

-  to support staff with the educational, physical, social and pastoral needs of the pupils
-  to promote the highest standards of work
-  to develop positive relationships with children which promote and reinforce self esteem
-  to support children in group or individual situations
-  to clarify and explain teacher instructions, where needed
-  to help children access materials and equipment
-  to encourage children to concentrate and complete tasks
-  to inform teaching staff of any rising concerns regarding individual children
-  to be aware of the needs and targets of children with special educational needs

### **Identification, Assessment and Provision**

Definition of Special Educational Needs:

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“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... 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”.

Code of Practice 2014

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Special Educational Provision:**

*“High quality teaching that is differentiated and personalized will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”*

*“Special educational provision is underpinned by high quality teaching and is compromised by anything less.”*

*Code of Practice 2014*






All teachers are responsible for identifying and responding to the special educational needs of their children. All teachers in the school follow a continuous cycle of planning, teaching and assessing the learning needs of all children. This enables them to identify children who may fall outside the expected range for the year group and who may have special educational needs.

*“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.”*

*Code of Practice 2014*

### **Identification**

Assessment procedures are in place to monitor pupil attainment. Children with special educational needs may be identified through:-

-  assessments
-  information from previous settings and key stages
-  discussion with colleagues, child or parental concerns
-  pupil progress meetings with the Class teacher, Headteacher and INCO
-  external agencies

When a child is identified as having special needs through one or more of the above, the school will adopt a ‘graduated response’ approach which recognises that there is a


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continuum of needs and brings increasing specialist expertise to assess the difficulties that a child may be having.


The staff will record the steps taken to meet those needs. The INCo will have responsibility for ensuring that appropriate records are kept.


### **Provision**

Once identified, the INCo and the class teacher will use the information gathered to:






 Assess: carry out a clear analysis of the pupil's needs. Parents will be involved in forming this assessment of needs.

 Plan: the support and intervention provided should be selected to meet the outcomes identified for the pupil. Where it is decided to provide a pupil with SEN support, the parents will be formally notified.

 Do: the class teacher will remain responsible for working with the child on a daily basis.

 Review: the effectiveness of the support and interventions will be reviewed and their impact evaluated. Parents will again be involved in planning next steps.

SEN support may include:

-  different learning materials
-  some group or individual support (see Appendix A)
-  extra adult time to devise planned interventions, and monitor effectiveness
-  staff development and training to introduce more effective strategies
-  access to LA support services for advice

The four broad areas of need which should be planned for are:

1. **Communication and interaction-** children with Speech, Language and Communication needs (SLCN) may have difficulties in some or all of the aspects of speech, language or social communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination. These children may require some or all of the following:

- flexible teaching arrangements
- help in acquiring, comprehending and using language
- help in articulation
- help in acquiring literacy skills
- help in using alternative means of communication
- help to use different means of communication confidently and competently or a range of purposes, including formal situations
- help in organising and coordinating oral and written language

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- help in expressing, comprehending and using their own language, where English is not the first language
2. **Cognition and learning** – children who learn at a slower pace than their peers, even with appropriate differentiation. They may demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties, such as dyslexia or dyspraxia, requiring specific programmes to aid progress in cognition and learning. These children may require some or all of the following:
- flexible teaching arrangements
  - help with processing language, memory and reasoning skills
  - help in organising and coordinating spoken and written English to aid cognition
  - help with sequencing and organisational skills
  - help with problem solving and developing concepts
  - programmes to aid improvement of fine and motor competencies
  - support in the use of technical terms and abstract ideas
  - help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences
3. **Social, emotional and mental health difficulties**– children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include children who are withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as ADD, ADHD or attachment disorder. These children may require some or all of the following:
- flexible teaching arrangements
  - help with development of social competence and emotional maturity
  - help in adjusting to school expectations and routines
  - help in acquiring the skills of positive interaction with peers and adults
  - specialised behavioural and cognitive approaches
  - re-channeling or refocusing to diminish repetitive and self-injurious behaviours
  - provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviours
  - provision of a safe and supportive environment
4. **Sensory and/or physical needs** – There is a wide range of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may be only temporary. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue. They may require some of the following:
- flexible teaching arrangements
  - appropriate seating, acoustic conditioning and lighting
  - adaptations to the physical environment of the school
  - adaptations to school policies and procedures
  - access to alternative or augmented forms of communication
  - provision of tactile and kinaesthetic materials
  - access to different amplification systems
  - access to low vision aids

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- access to all areas of the curriculum through specialist equipment, aids or furniture
- regular and frequent access to specialist support

### **Provision Maps and Individual Education Plans**

Any of the strategies employed to enable the child to progress will be reflected in classroom planning and use of adult deployment and may be recorded within a class provision map or within a personalised plan, known as an Individual Education Plan (IEP). The IEP will include:

-  the short term targets
-  the provision to be put in place
-  the teaching strategies to be used
-  when the plan will be reviewed
-  outcomes (when reviewed)

The IEP will record only what is different or additional to the differentiated curriculum and will focus on a maximum of 3 targets to meet the child's needs. These targets will be discussed and agreed with both the parents and the child. IEPs will be reviewed at least termly with parental and child's views sought.

### **External Agencies**

When necessary, the INCO may request the support of external agencies in providing more specialist advice in planning for effective provision.

The external specialist will build on the strategies already used and may act in an advisory capacity, or be involved in the child's learning directly. The delivery of the targets will continue to be the responsibility of the class teacher.

### **Requesting an Education, Health and Care Plan**

Where a child has not made expected progress despite purposeful activity by the school to meet the SEN, the school or parents should consider requesting an Education, Health and Care Plan (EHC Plan).

The school or parents can ask the local authority to conduct an Education, Health and Care needs assessment. The local authority must then make a decision about whether an EHC needs assessment is necessary. Following an assessment, the local authority decides whether or not to issue an EHC plan.

The EHC plan must specify the outcomes sought for the child and decisions about content should be made together with parents and the child. The plan will detail the special educational provision required by the child.

All EHC plans will be reviewed annually with parent, pupil, LA, school and external professional, to consider amendments.

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### **Funding**

The school receives, through the Local Authority, annually allocated funding for Special Educational Needs, based on a formula of Predictable Needs.

The school aims to meet the needs of each child, by providing the most suitable type of provision required at any particular time in their development. Accordingly classroom assistant and support hours are allocated across the school.

### **How the Curriculum is Made Accessible**

*'An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well being of every young person matters'. (Ofsted 2000)*

Teachers plan and incorporate "quality first teaching" into their lessons taking into account the range of abilities and the interest of their class. The school has a curriculum map from which the teachers plan medium and short term lessons.

Teachers have responsibility for setting suitable learning challenges for the class, and for providing opportunities for the child to make progress.

Teachers, through their planning and teaching, have responsibility for overcoming potential barriers for learning and differentiate in their weekly planning for all levels of ability. Age related targets are used to monitor children's progress against the teacher's planning. Gaps in attainment are identified and intervention strategies are put in place to enable the child to close the gap.

### **Pupil Participation**

*'Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight to the age, maturity and capability of the child'.*

*(UN convention on the Rights of the Child – Articles 12/13)*

Children are encouraged to set, monitor progress and review their personal learning targets. This is done in conjunction with the class teacher and parents.

### **Partnership with Parents**

*"Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school." Code of Practice, 2014*

Parents are informed when a teacher has concerns about a child's progress, and are consulted with regard to the action to be taken. When a decision is made to provide SEN support, this will always be after consultation with the parents. They are encouraged to meet regularly with the class teacher and INCO and to support the targets at home. The



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school liaises regularly with parents of children with special educational needs through Home / School books, meetings and newsletters. Records are kept of all parental contact.

### **Working with other Professionals**







We adopt a multi professional approach to all children within our care. The following agencies are currently involved in informing the school's special provision:-

Educational Psychologist  
Speech Therapist  
Social workers  
School Nurses  
Community Nurses  
Child Development Centre  
Specialist Advisory Service  
Education support centre  
Behaviour advisors  
Leys Base  
EAL support  
Pre school advisory support  
Woolgrove Outreach  
CLA team  
Education Support Centre  
Child and Adolescent Mental Health Team

### **Evaluation of SEN Policy**

The SEN policy will be reviewed on an annual basis. This review will be initiated by the Headteacher, INCo and SEN Governor, and discussed as a whole staff.

Criteria for success include:

-  the effectiveness of the systems for early identification and assessment of pupils with SEN
-  the effective partnership between parents, staff and external professionals
-  involvement of pupils
-  increased involvement of parents in their child's learning
-  use of external agencies
-  improvement in standards of pupils identified as having SEN

### **Complaints Procedure**

If parents are not satisfied with the provision made at the school for their individual children they should contact the Headteacher in the first instance.

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It is hoped that all complains will be dealt with as soon as possible to ensure that appropriate provision is always made for the children. Complaints may be made verbally, or in writing, and will be recorded. The SEN Governor will be advised of any formal complaints made regarding the schools provision for SEN.