

Special Educational Needs

Rationale

The school believes that meeting an individual's Special Educational Needs should be a shared responsibility. Parents, teachers and support services, or external agencies if relevant, should be involved in the planning and provision for pupils with Special Educational Needs (SEN). (For a legal definition of Special Educational Needs see Appendix I.)

Provision for children with SEN should, wherever possible, be in a mainstream school and in the closest possible association with the educational arrangements for their peers. It should be appropriately resourced.

The school has an open admissions policy, where it is in the best interest of the child concerned and is compatible with the efficient education of other pupils at the school.

The main school buildings are accessible to wheelchairs and the school is equipped with a disabled toilet.

The school's SEN Co-ordinator is responsible for the day to day operation of the SEN policy.

The SEN policy will be reviewed by the Curriculum Committee involving governors as a set agenda item.

The designated 'responsible person' who endorses requests for Statutory Assessments is the Headteacher.

Aims

- To identify students with special educational needs as early as possible and ensure that all their needs are met.
- To maximise the opportunities for students with SEN to join in with all the activities of the school.
- To ensure that children with SEN are offered relevant education, including an appropriate differentiated broad and balanced curriculum for the Foundation Stage and the National Curriculum.
- To encourage learners to develop confidence and recognise value in their own contributions to their learning, giving them a high self-esteem.
- To encourage regular and effective communication between parents and school as parents have a vital role to play supporting their child's education.
- To ensure interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- To involve outside agencies when appropriate and ensure close co-operation between all the agencies concerned and a multi-disciplinary approach to the resolution of issues.

Admissions

The Governing Body has agreed with the LEA admissions criteria which do not discriminate against pupils with SEN, and its admission's policy has due regard for the guidance in the Code of Practice 2001 – 1.33 (Appendix II)

Specialist Provision

The school welcomes applications for admission from the parents of pupils with mobility difficulties but does not have complete wheelchair access. The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the LEA to improve facilities.

We have Learning Support Assistants who have qualifications to teach Early Literacy Skills (ELS) and Additional Literacy Skills (ALS).

Both the SENCO and a Learning Support Assistant are qualified to teach TTRS (Touch, Type, Read and Spell). Some Learning Support Assistants have completed an ICT course using ICT to help pupils with SEN. The SENCO has one day/week allocated specifically for SEN pupils and reviews. Learning Support Assistants are allocated to help children in response to individual requirements.

Identification, Assessment and Review and Provision for Pupils with SEN

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum in line with the School Inclusion Policy. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as the Additional Literacy Support programme or Springboard Mathematics.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as in need of special educational provision. Information about the funding delegated to the school for additional and exceptional educational needs can be found in www.devon.gov.uk/eal/sen.

The allocation of resources within the school will be based on an annual audit of need.

The Governing Body will review the policy and report annually on the allocation of available resources and the success of the policy in meeting SEN.

All staff are responsible for identifying pupils with Special Educational Needs, and the SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The range of support that every pupil at this school can expect is:

Class Action

The progress made by all pupils will be regularly monitored and reviewed. There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action. At Seaton Primary we consider early intervention of vital importance. If teachers have a 'cause for concern' over a pupil's behaviour or educational progress, pupils will be placed on 'Class Action'. Parents will be informed and invited to termly reviews with the class teacher. (Appendix III Class Action Review Sheet.)

Early Years Action and School Action

If a pupil is not making adequate progress he or she will be identified as having SEN. The triggers for intervention will be those described in the SEN (Code of Practice 2001 - 4:21, 5:44, 6:49 – Appendix IV.)

Additional support will be provided and will be monitored and reviewed through the following system.

When a range of evidence collected through the usual assessment and monitoring arrangements (Code of Practice 2001 – 5:13 and 6:12 -Appendix IV) suggests that a learner is not making the expected progress the class teacher will consult with the SENCO in order to decide whether additional provision is necessary.

Teachers, in consultation with SENCO will write an Individual Education Plan (IEP). This may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- The short-term targets set for or by the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria

The IEP will be reviewed termly and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents will also be invited to participate in the target-setting and review process. (Appendix V – School Action Review Sheet)

Support available to pupils through School Action includes -

Provision:

- In class support and differentiated resources.
- Use of a differentiated curriculum.
- Small group sessions with Special Needs teacher or classroom assistant.
- Individual help with Special Needs Teacher, classroom assistant or support service staff, where necessary.

Early Years Action Plus and School Action Plus

When the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, we may seek further advice and support from outside professionals. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The triggers for intervention will be those described in the SEN Code of Practice (4:31, 5:56 and 6:64). (Appendix VI)

The range of support available at School Action Plus will be similar to that made for School Action but will typically be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review of progress.

Statement of SEN

A number of pupils may have statements of SEN. In addition to the regular review of their IEP, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Educational Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

Appeal Procedures

A service for all parents of children with SEN which is available to deal with disputes between:

- Parents and schools
- Schools and parents
- Parents and the Local Education Authority.

The service can be accessed through the Parent Partnership Development Worker and contact details will be available through the school or the LEA.

Arrangements for SEN Training & Development of all Staff including LSAs & MTAs

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff.

Opportunities are provided for all staff to develop expertise in meeting the needs of pupils with SEN. Training is available both within school through staff training days and twilight sessions and at LEA training initiatives, eg LEA training courses on how to deal with dyspraxia, behavioural problems, etc.

Arrangements for Partnership with Parents

The Special Educational Needs Co-ordinator has details of the local Parent Partnership worker.

The school will provide information about the Parent Partnership Service to all parents of children with Special Educational Needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for free independent support and advice. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty.

Links with other Mainstream Schools and Special Schools

Advanced planning for pupils in Year 5 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

The SENCO from the secondary school will be invited to attend the Annual Review of any statemented pupils in Year 6 transferring to their school the following September.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulation 2000.

Links with other Agencies and Voluntary Organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with Special Education Needs.

The school receives regular visits from the nominated Education Welfare Officer and School Nurse for the area.

The Speech and Language Therapist also attends school regularly.

Pupils identified with SEN are discussed termly at planning meetings with the Educational Psychologist and the Early Learning Support Team.

In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment, physical difficulties or behavioural problems.

- The school maintains regular links with the pre-school playgroup on its site and with the pre-school advisory teacher and Health Visitor when necessary to ensure a smooth start for children in the Foundation Stage.
- The Speech and Language Therapist contributes to the reviews of children with significant speech difficulties.
- Multi-agency liaison meetings, with representations from Social Services, Health and the Educational Psychological Service are called when deemed necessary to ensure collaboration in identifying and making provision for vulnerable pupils.

Role of the SEN Co-ordinator (SENCO)

The SENCO is responsible for:

- The day to day operation of the school's SEN policy;
- Liaising with and advising fellow teachers;
- Co-ordinating provision for children with Special Educational Needs;
- Maintaining the school's SEN register and overseeing the records of pupils with Special Educational Needs;
- Liaising with the parents of children with Special Educational Needs;
- Liaising with external agencies including the Educational Psychology Service and other support agencies, the Health and Social Services and voluntary bodies.
- Report to governing body.

Role of the Governing Body

The Governing body is responsible for the SEN policy, its oversight and monitoring. It is required to report on the effectiveness of the SEN policy. They must set up appropriate staffing and funding arrangements.

Links with other School Policies

Seaton Primary School SEN Policy links with the following school policies:

- Curriculum Policies
- Inclusion/Equal Opportunities Policies
- Partnership with Parents
- Admissions
- Behaviour and Discipline
- Teaching and Learning
- Curriculum Statement

Monitoring

The policy will be reviewed annually by the governing body which will report on the implementation of the policy.