

Ashfield Valley Primary School

Special Educational Needs Policy

Legal Framework

Ashfield Valley Primary School will seek to implement the requirements of the 2014 Code of Practice (Children and Families Act 2014)

Values

The purpose of education for all children is the same, the goals are the same. But the help that individual children need in progressing towards these will be different. (Warnock Report 1982)

We have a commitment to educational inclusion, and we believe that all teachers are teachers of children with special educational needs.

Definitions

(Code of Practice 6.15)

"A child has special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

It is noted that children should not be regarded as having a learning difficulty solely because the language used in teaching is different from that spoken in the home (Education Act 1981)

Aims and Objectives

- To provide an inclusive education, in which all children have access to a broad and balanced curriculum, which will enhance their self esteem and which aims to develop their full potential, within an agreed whole school approach.
- To provide graduated response and intervention as described in the Code of Practice, with early identification of needs leading to effective planning and provision.
- To develop partnerships with parents and outside agencies.
- To encourage children to express their views and be fully involved in their own learning.

Admissions

Admissions arrangements for pupils with SEN are the same as those for other children. Admissions criteria do not discriminate against children with SEN.

The school has provided carpets and blinds to improve conditions for hearing impaired children. Wheelchair lifts and ramps have been installed to improve access for children with mobility problems.

SEN co-ordinators

The role is shared within school between the headteacher and the SENCO .

- The headteacher maintains the SEN register, and reviews individual needs and progress with class teachers through pupil progress meetings, held once a term. Children with SEN are identified through pupil progress meetings. The headteacher liaises with outside agencies and oversees procedures for statutory assessments, and provision for children with statements.
- The SENCO supports staff in writing IEPs and planning special educational provision, using advice from outside agencies where this is available. Classteachers meet once a term with the SENCO to review outcomes and plan next steps.

Identification and Assessment of SEN (Code of Practice 6.17)

Through termly pupil progress meetings, the headteacher, classteacher and class TA identify pupils who are making less than expected progress given their age and individual circumstances, or who are continuing to work at a level substantially below their peers. Steps are taken to assess their attainment and further learning needs. Structured interventions are put in place and their impact is monitored. The SENCO is available to support classteachers with assessment and planning.

Referrals may be made to the school SALT or to other outside agencies: RANS, CAMHS, Fair Access Team, educational psychologist, NHS. Results of assessments are used to support further structured interventions.

SEN register

At Ashfield Valley, pupils' special educational needs are recorded as

- **Intervention**
This is an informal, school based category, where children receive additional, structured intervention and support for their learning. For many children, this is sufficient to help them to make progress.
- **SEN support
(Code of Practice 6.44 - 6.56)**
A small number of children will require more detailed and specialist assessment and support to achieve their desired outcomes. These children are placed at the stage "SEN support". SEN support takes the form of a four part cycle through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the pupil's needs. This is "the graduated approach".

The classteacher works with the SENCO to write an Individual Education Plan (IEP), identifying desired outcomes for the child and detailing the steps and support to be provided. IEPs are reviewed each term, and new targets and outcomes put in place.

Individual Education Plans

An IEP is focussed on the desired learning outcomes, or targets, for the pupil. Targets must be specific, measurable, and achievable within the time period of the IEP: usually over a twelve week period. Desired outcomes should be

- expressed in positive language
"to listen for three minutes in carpet sessions"
rather than "to not shout out when the teacher is talking" .
- clearly focussed on specific steps of learning
"to learn the first 8 set 1 sounds"
rather than "to learn his sounds"
- reviewed and amended if they are not achieved, with changes to strategies and support, and not simply repeated eg "ongoing".

Differentiation for children with SEN

Work should be planned either

- To enable the development of skills which will help them to gain access to the full curriculum: eg a differentiated programme of work in numeracy or literacy
- Or to modify the skills required in order to facilitate participation in the curriculum: eg reducing the amount of written work required in a science activity, while enabling the child to participate fully in the practical aspects.

Statutory assessment of special educational needs

A very small number of children may have special educational needs which require extensive additional and/or specialist provision. The headteacher will co-ordinate applications for a statutory assessment to establish whether an Education and Health Care (EHC) plan is needed.

Liaison with Parents

Parents have an essential role in their child's education and are encouraged to support them in their learning. All parents are informed at parents evening if their child is identified at either the "Intervention" or "SEN Support" stage. The class teacher explains the reason for the decision and outlines the provision for the child.

Parents are consulted before making referrals to outside agencies. Parents of children undergoing statutory assessment are involved in all stages of decision making concerning their child.

Annual Reviews

These take place once a year for children with an EHC plan. The headteacher invites the different agencies that are involved, and reports are circulated beforehand.

Transfers

Records and information are transferred promptly when a child moves to another school, alerting the receiving school to the child's needs. We have established good links with receiving secondary schools to ensure that all relevant information is passed on.

Resources

Material resources are audited regularly, and added to as need and budget permit.

Staff Development

We have a commitment to providing staff training, both through in-house training, and through attendance on courses.

Evaluation of SEN Provision

SEN policy and provision is monitored through the school improvement plan, and new areas for development are identified. The headteacher reports to the governors each term on SEN issues, and the finance committee monitors SEN spending.

Links with other policies

The policy on special educational needs underpins all school policies.

RRSA Articles: 1,2,27,28,29,30,31