



**DICKLEBURGH VC PRIMARY SCHOOL**

SEN POLICY

**Autumn 2006**

**Agreed by governing body .....**

**Signed (chair of Governors).....**



The information in this policy is taken from SENDA 2001, the Special Educational Needs Code of Practice Jan 2002, Every Child matters 2003 and Removing Barriers to Achievement Feb 2004.

### **Definition of Special Educational Needs**

Children have special educational needs if they have a *learning difficulty* that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

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.

For children of two or over, special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for the children of their age in schools maintained by the LEA, other than special-schools, in the area.

The 1993 Education Act clearly states the duty to secure the education of children with SEN in mainstream schools. The SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known, to all who are likely to teach them. The school will use its best endeavors to ensure that teachers, in the school, are able to identify and provide for those pupils who have special educational needs. In so far as it is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

### **Dickleburgh**

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are consulted prior to being notified of a decision by the school that SEN provision is being made for their child.

Staff involved with SEN

SEN Governors:

Curriculum and SEN Committee

Special Needs Coordinator:

Mrs Linda Plummer

Teaching Assistants:

(SEN and general classroom support)

Mrs Caron Wright

Mrs Linda Mobbs

Mrs Sharon Buller

Mr Brian Martin

### **Facilities for SEN pupils (see also separate accessibility policy)**

The Dickleburgh Primary School site is a single storey building which is accessible to wheelchairs. The school has two areas available for group and individual work.

### **Parents/Carers**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

### **Pupils**

Pupils with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

### **Admission Policy (see also separate Admission Policy)**

Dickleburgh is a non-selective Primary school.

### **Identification and Assessment**

Provision for children with special educational needs is a matter for the school as a whole. The continuous cycle of planning, teaching and assessing takes account of a wide range of abilities, aptitudes and interests of the pupils. The majority of pupils will learn and progress within these arrangements. Those pupils whose overall attainments or

attainment in specific subjects falls significantly outside the expected range may have special educational needs.

### **Provision**

The school will assess each child's current level of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established before attending Dickleburgh. If the child already has an identified special educational need, this information will be used by the SENCO and class teacher to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessment, provide regular feedback about the child's achievements and experiences, form the basis for planning the next steps of the child's learning;
- Involve parents in implementing a joint learning approach at home.

### **E.A.L**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance, in different subjects. This information will be used to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a system where response is graduated. This allows the involvement of outside agencies including specialist support as dictated by the needs of the child. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. When referring a child for statutory assessment, the LEA will be provided with a copy of the records including information regarding arrangements that are already in place.

### **The role of the SEN Committee**

In co-operation with the Head Teacher:

- Determine the school's general policy and approach to SEN;
- Establish the appropriate staffing and funding arrangements;
- Closely monitor the school's work on behalf of the pupil's with SEN;
- Report to parents on the implementation of the school's policy for pupils with SEN.

## **The role of the SENCO**

The SEN Coordinator responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Coordinating provision for children with special educational needs;
- Overseeing the records of all children with SEN;
- Contributing to the in-service training of staff;
- Liaison with external agencies, including the LEA's support and educational psychological services, health and social services, and voluntary bodies;
- Ensuring individual, small group and in class support of pupils;
- Supporting the writing of IEPs;
- Assessing and identifying individual pupils with SEN;
- Timetabling teaching assistants to provide specific SEN support.

## **Monitoring children's progress**

If there is evidence that a child's progress is inadequate the SENCO may be consulted in order to provide additional support or assessment. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- Matches or 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.

## **School Action**

Initial concerns are registered, usually by the class teacher on a S.N.A.R. Once identification of a child with special educational needs has been made the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This is known as ***school action***. The triggers for intervention through school action will include concern, supported by evidence, that despite receiving differentiated learning opportunities the pupil 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 social, emotional or behavioural difficulties, which are not improved by the behaviour management techniques used at Dickleburgh;

- Has sensory or physical problems, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action is the SEN stage that does not involve the participation of out side professionals. The SENCO will support the assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

### **Nature of intervention**

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

- Different learning materials or specialist equipment;
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies or equipment.

### **Individual Education Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child;
- The teaching strategies;
- The provision to be put in place;
- When the plan is to be reviewed;
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from the differentiated curriculum and will focus upon three, or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed each term and the parent's views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### **School Action Plus**

School Action Plus is the stage within the code of practice when external support services, become involved with the learning of the child. Specialist professionals will usually see the child so that they can advise teachers on a new IEP with fresh targets and accompanying strategies. They will provide more in depth assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or

specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for School Action Plus will be that, despite receiving individualised support under School Action (over a period of at least two IEP cycles) the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioral difficulties, which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme;
- 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.

The School Support Team meets termly to discuss pupils with statements of SEN and any additional pupils who are causing concern.

Parental consent is sought before any child is discussed at these meetings.

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

### **School request for a statutory assessment.**

Where the school makes a request for a statutory assessment to the LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through school action and school action plus. This information may include:

- Individual education plans for the pupil;
- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history, where relevant;
- National Curriculum attainment levels in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;

- Involvement of other professional such as health, social services or educational welfare service.

### **Statutory Assessment of Special Educational Needs**

- A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or referral by another agency, where the child's learning difficulties have not responded to relevant and purposeful measures. The LEA will then consider the case for a statutory assessment of the child's special educational needs. A Statement of SEN may be issued

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents and child and include targets identified in the Statement. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting.

### **Annual Review of a Statement of Special Educational Needs**

All statements must be reviewed at least annually with all parties invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

### **INSET**

All staff are encouraged to apply for INSET courses appropriate to their needs. The head teacher discusses with staff their individual requirements also taking into account priorities identified in the School Development Plan and issues raised through staff performance reviews.

### **Complaints procedure**

See the school's complaints policy.