

SHERWOOD PRIMARY SCHOOL

**POLICY
FOR
SEN**

December 2016

Special Educational Provision at Sherwood School

This policy was reviewed and updated in December 2016 in line with the new SEND code of practice.

1. Introduction

Sherwood school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have specific barriers to learning which means that they have Special Educational Needs and require particular action by the school.

Teachers assess these requirements and make provision to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have Special Educational Needs throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

The aims and objectives of this policy:

Our aim at Sherwood School is to enable all children to reach their potential, intellectually, physically, socially and emotionally.

We are aware that in order to achieve this, some children will require special educational provision. The school is committed to meeting the needs of these pupils to ensure that they make progress.

In order to achieve our aims and to ensure that children with SEN achieve their full potential and progress, we have set the following objectives.

1. To create an environment that meets the Special Educational Needs of each child.
2. To ensure that the Special Educational Needs of children are identified, assessed and provided for.
3. To make clear the expectations of all partners in the process.
4. To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.

5. To enable all children to have full access to all elements of the school curriculum.
6. To ensure that parents are able to play their part in supporting their child's education.
7. To ensure that our children have a voice in this process.

Roles and Responsibilities

The Governing Body has identified one governor to have oversight of SEN provision in the school and to keep the full governing body informed on issues regarding SEN. At Sherwood Primary this role is undertaken by Mrs Gooch, who will meet regularly with the Headteacher and the SENCO.

The Headteacher is the school's 'responsible person' and will keep the Governing Body informed about the SEN provision made by the school.

Mrs Mirza, the SENCO and the Headteacher will work closely with the SEN governor and staff to monitor the effective day-to-day operation of the school's SEN Policy. The SENCO and assistant SENCO will identify areas for development in SEN and contribute to the school's Development Plan. She will co-ordinate the provision of SEN children on the register.

At Sherwood School, the SENCO:

Co-ordinates the provision for and manages the responses to children's special needs

Supports and advises colleagues

Oversees the records of all children with Special Educational Needs

Attends pupil progress meetings to discuss the progress of children on the SEN register

May act as the link with parents, if needed

Acts as the link with external agencies and other support agencies

Monitors and evaluates the special educational needs provision, and reports to the governing body

Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs

Contributes to the professional development of all staff

Oversees the higher tariff needs audit

Works with pupils on strategies that will help them to access the curriculum more effectively in their classroom

Educational inclusion

At Sherwood School, we strive to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We achieve this through the removal of barriers to learning and participation. It is the right of every child to feel that they are a valued part of our school community.

Through aspirational curricular provision, we respect the fact that children:

Have different educational requirements

Require a variety of strategies for learning

Acquire, assimilate and communicate information at different rates

Need a range of different teaching approaches and first hand experiences

Teachers are responsible for early Identification

The needs of some children have been identified prior to them starting at Sherwood. The needs of other pupils are identified via the school's effective tracking system. Class teachers track pupil progress in English and Maths and for some children in other areas as appropriate each term. A range of in-house tools are used to support assessment and these are supplemented by PIVATS. This is a nationally recognised school based assessment scheme based on an extension of the P Scales and National Curriculum level descriptors P1 to NC Level 4.

Colour coding enables staff to quickly identify where attainment and or progress is significantly slower than their peers or their previous progress. The first step is for the class teacher to complete a "cause for concern" to the SENCO/Assistant SENCO. The class teacher and SENCO would then contact parents to discuss our concerns and talk through the steps that have already been taken and what the next planned steps are.

Specialist tools may be used by the SENCO or Lynne Edwards Crook to identify specific needs and inform interventions.

For some pupils a short term period of intervention will be appropriate. These 'catch up' programmes are delivered by our Intervention Team.

Outcomes of intervention are reviewed once a term. This includes a review of progress, resources and approaches and sharing ideas and good practice. If this intervention is not 'narrowing the gap' the child will then be put on the SEN register (in consultation with parents) and an **SEN Support Plan** is put in place.

SEN Support Plan

Children with special educational needs have specific barriers to learning that call for special provision to be made. All children may have Special Educational Needs at some time in their lives. Children have a learning difficulty if:

They have significantly greater difficulty in learning than the majority of children of the same age.

They have a disability or specific learning difficulty which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

They are under school age and fall within the definitions above.

- 1) **Catch up programme** (for children not on the SEN register): these children are flagged up by the schools tracking system. Catch up intervention is delivered by SEN Intervention team within the class. Parents are informed.

- 2) **Focused intervention**: (For Children who have been moved to the SEN Register) When the gap in attainment is not being closed these pupils will be put on the school SEN register following consultation with parents. Pupils have an Individual Education Plan/Learning plan which outlines specific, measurable targets which can be revised and reviewed as often as required to ensure that intervention is specifically focusing on the child's needs at that time. This group includes pupils who have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

All interventions delivered to children are documented on the school Provision Map which is reviewed by the SENCO regularly.

We are working towards actively involving all pupils in at least part of SEN Support Planning meetings with parents and the Annual Review of the Statement/EHCP. Pupils are supported as appropriate to complete a Pupil Advice Form which contributes to their Annual Review. The SEN Intervention Team and SENCO actively seek the views of the child when setting short term targets and reviewing progress made towards meeting the targets set.

Individual Education Plans/Learning plans are a working document and contain observational notes to document the child's learning journey. They also take into account planning for children's full participation in learning, physical and practical activities and extra-curricular activities.

Teaching approaches are determined by the individual needs of the children. These for example may include enhanced access to visual support materials. Children with sensory impairments are given preferential seating within the classroom and environmental conditions including lighting and background noise are managed as appropriate.

Pupils whose needs arise from being on the autistic spectrum can have a work station within a quieter area of the classroom. Individual pupils may need input to help them to manage their emotions, to minimise stress or trauma, this enables them to take part fully in learning.

Teaching Assistants/ Intervention Team

Intervention Team

The Intervention Team is managed by the Deputy Head in collaboration with the SENCO and Assistant SENCO. The majority of the direct intervention is delivered by the team of four Teaching Assistants (TA2, TA3 and HLTA).

Teaching Assistants

The team work under the direction of the Class Teacher and SENCO in supporting SEN children. They may work 1:1 or with small groups of children to deliver work planned by the teacher and will be aware of SEN children's support plan targets. On occasion they might be required to further differentiate and reinforce class input in order to facilitate and support SEN children's learning.

Mrs Mirza is the school SENCO and Mr Wilson is the acting deputy SENCO whilst Mrs Holt is on maternity leave. The SENCO is allocated three half days every two weeks to carry out SEN related work and the deputy SENCO has half a day a fortnight.

The school buys in advice, support and teaching from an independent specialist inclusion teacher, Lynne Edwards Crook. She works in school a half day a fortnight. Specialists from other agencies are bought in as required. The Intervention Team work also closely with health and social care professionals involved with individual pupils.

Subject co-ordinators will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

Mrs Mirza can be contacted by email n.mirza@sherwood.lancs.sch.uk or by telephoning the school office on 01772 719093.

http://www.sherwood.lancsngfl.ac.uk/index.php?category_id=427

The SEN governor is Wendy Pallant. She has a background in special education

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate. The governing body, through the SENCo, ensures that parents are notified of any decision by the school that Special Educational Needs provision is to be made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with Special Educational Needs.

The Special Educational Needs governor ensures that all governors are aware of the school's Special Educational Needs provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SENCO 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 an EHCP

The Headteacher informs the Governing Body of how the funding allocated to support Special Educational Needs has been deployed.

Assessment

The class teacher assesses and monitors the childrens' progress in line with existing school practices. This is an ongoing process. The SENCO attends pupil progress meetings.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

Recognised screening tests E.g. The Single Word Spelling Test, NARA Reading Test and MALT test.

Pupil participation

Children are involved at an appropriate level in setting targets in their support plans and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

Reviews

Time is needed for Support plan reviews and IEP's to have an impact on a child's difficulties. IEP's are reviewed three times a year, unless there is a need to review over a shorter period of time. The effectiveness of IEP's is measured through regular assessment checks. The views of parents are sought and copies are sent home.

Admission Arrangements

Pupils with SEN will be admitted to Sherwood Primary School in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to identify children with Additional special educational needs.

If the school has been made aware that a child may have a learning difficulty, the SENCO, Headteacher and teachers will endeavour to collect all relevant information and plan effectively for differentiation.

Facilities for the Disabled

Sherwood School is built at ground level. The school has the following facilities for disabled pupils:

- Disabled Toilets x 2
- Entrances with ramps and corridors wide enough for wheelchair access, although help will be needed to negotiate doorways.
- Tables of appropriate height for wheelchairs.
- Hearing “loops” fitted in four classrooms and in the hall.

Transition

A member of the EY Team visit all pupils in their pre-school setting. All pupils come for a visit at the end of the summer term. Where a pupil is known to have special needs before starting in Reception Sherwood Staff would attend their transition review at the pre-school setting and make additional visits as required.

When pupils move from Foundation to year 1, year 1 to year 2 and year 2 to year 3 pupils have a number of preparation visits in the new classroom with the new class teacher. The transition from key stage 1 to 2 involves a change of playground and children experience this as part of their visits.

Pupils in year 5 and 6 have the opportunity to participate in liaison activities in the three main feeder high schools. Sherwood pupils join in with all transition arrangements and an extended transition will be arranged as required for pupils with particular needs.

School Referral for Statutory Assessment

In most cases, the procedure outlined will help a child through what may be a phase of difficulty in their school career. In a very small number of cases, however, more formal assessment by the Educational Psychologist will be needed.

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs.

The areas of need are:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical
- medical

The LEA requires written evidence or information about:

- The views of parents recorded during catch up and intervention.
- The views of the child
- Copies of support planning at **catch up** and **focused intervention** stages.
- Evidence of rate of progress, or lack of progress, over time
- Copies of advice from health and social service, if appropriate
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise

The LEA then has to decide whether the child's needs warrant a Statement/ EHCP. Only a very small number of children are likely to need a Education Health Care Plan. The Code of Practice gives guidelines for a range of special education needs and Lancashire County Council sets its own criteria against which children are considered for a EHCP.

If the LEA agrees to the provision of a EHCP, the process should take 20 weeks. If, however, the LEA refuses to agree to the school's request, parents should receive a written reply explaining the reasons for their decision. Parents also have the right of appeal to the SEN Tribunal.

The Statement/EHCP of Special Educational Needs sets out precise needs, how they are to be met and the provision of resources e.g. Special Support Assistant (SSA), specialist teacher support, speech therapy. The EHCP must be reviewed annually.

Consideration for the type of provision needed at secondary level will begin at the Year 5 Annual Review. Annual Reviews will be held in the autumn term for Year 6 pupils so that the necessary transitional arrangements can be made. This also gives parents time to visit high schools and to consider their options. Arrangements for a child's placement should be completed no later than the beginning of March before transfer. Secondary school staff are invited to final reviews.

Access to the full life of the School.

All children (including those with SEN) will be involved in the full life of the school.

- Children will be set appropriate, differentiated homework
- All school clubs and outdoor visits are accessible to all children
- All children have access to swimming activities (additional support may be necessary)
- Assemblies/plays/productions are fully inclusive
- School teams/ extra curricula sports events are inclusive
- All children are encouraged to take part in the residential venture week (usually Y5 and Y6) and additional resources are earmarked where necessary

Success Criteria

To ensure that we are making progress towards our targets and meeting the requirements of the Code of Practice we evaluate through the following

Quantitative Judgements	Qualitative Judgements
◆ Movement on the SEN register	◆ School annual questionnaires to establish views from all stakeholders
◆ Use of early intervention- catch up	◆ Parental views (reviews)
◆ Focused intervention on SEN register	◆ Pupil views (reviews)
◆ PIVAT profiles	◆ Adviser views – monitoring visits
◆ Assessment co-ordinator monitoring of progress	◆ Community views
◆ Curriculum/SATS etc	◆ Area Office and EPS
◆ Aptitude scales	
◆ IEP targets achieved	
◆ Feedback	

Transfer to another school

When a pupil changes or transfers to another school, the SENCO will liaise with the school. High School staff are invited to final reviews. All relevant documents and files will be handed over in the strictest confidence. It is hoped that this will minimise disruption to the pupil's education and support.

Arrangements for considering complaints about SEN provision

Whenever possible we try to work in partnership with parents for the benefit of the children. If parents have any queries about SEN provision in the school, they should contact the school and make an appointment to see the Headteacher or SENCO.

School Development Plan

- Improve differentiation in the teaching of foundation subjects to ensure needs of children with SEN are met; this will be addressed via additional staff training.
- The Wellcomm Language Package will be used to assess children in Reception to check receptive and expressive language skills.