

# Ashton Church of England Primary School

## Special Educational Needs Policy

### 1. Responsibility for special educational needs:

Person responsible for SEN coordination	Mrs. M Whitlock
Governor responsible	Mr. R. Hardman

At Ashton Primary School we aim to meet the needs of all children and provide an education which is relevant and appropriate.

### 2. Special educational provision means:

Educational provision which is additional to, or otherwise different from, the differentiated educational provision made generally for children of their age in school. At any point in their school life a child may have special educational needs.

This policy should be read in conjunction with the following policies.

- i. Equal opportunities and race equality
- ii. Gifted and talented
- iii. Behaviour
- iv. Ethnic minority achievement
- v. Disability equality scheme

### 3. Basic information about the school's education provision.

#### Aims and objectives

- i. To provide early identification of children with special needs whether physical, intellectual, social, emotional or behavioural.
- ii. To provide differentiated learning activities as appropriate to need.
- iii. To provide structured learning programmes of work to meet identified individual need.
- iv. Encourage parents and carers to join us in planning and supporting all stages of their child's development.
- v. Make effective use of support services.
- vi. To evaluate and review progress in order to enhance our knowledge of the learning capabilities of all our pupils.

This policy will contribute towards meeting these objectives by providing guidance to all staff on understanding and meeting special educational needs.

### 4. Arrangements for coordinating provision

The SENCo coordinates and monitors the provision of SEN by

- i. Liaising with staff
- ii. Providing advice to class teachers and teaching assistants
- iii. Liaising with the SEN Governor
- iv. Liaising with external agencies

- v. Coordinating provision for inset internally and externally in line with the school development plan
- vi. Monitoring provision through support for implementing IEPs
- vi. Holding meetings with parents of statemented children to review targets and set new ones at termly intervals
- viii. Keeping an up to date list of resources.
- ix. Co-ordinating the annual reviews of children with statements of Special Educational Need.
- x. Support to each class is allocated as appropriate.
- xi. Keeping an up to date list of children with a special educational need

5. Admission arrangements for pupils with a statement of SEN are a priority as identified in the school's admissions policy.

6. The school complies with the Disability Equality Scheme.

Information about the school's policies for the identification, assessment and provision for all pupils with SEN

7. Resourcing

- i. The nominal 5% is used to provide all classes with additional adult support and to meet supply cover costs and resources.
- ii. The SENCo identifies appropriate specialist resources according to need and seeks advice where appropriate.

8. Differentiation

- i. In the first instance, the class teacher will identify concerns and use a range of differentiation techniques to support the child's learning. These will include second wave provisions. Liaison with parents will occur as soon as possible to advise them of these concerns. The teacher collates evidence through the normal assessment methods and focuses on the child's learning characteristics, the nature of the tasks and the teaching style.
- ii. A child is moved to School Action if, despite differentiation, progress is not adequate and it is necessary to take additional or different action. (See appendix 1 for assessment tools)
- iii. The triggers for School Action are identified in appendix 2

9. School Action

- i. The class teacher/SENCo will talk to the parents about their child's needs and what the school is currently doing to meet them.
- ii. They will collect available information about the child and seek additional information from the parents.
- iii. The SENCo will liaise with any outside agencies who may already be involved, if appropriate.
- iv. The teacher will identify strategies based on assessment data and with support from the SENCo if required.
- v. These strategies will be discussed with parents and reviewed termly.

- vi. The class teacher will provide the strategies and together with the Teaching Assistant support the child in achieving their targets.
- vii. The teacher will liaise with the SENCo as appropriate and update the SENCo and the parents of any progress or amended targets prior to review.
- viii. The child may work directly with the class teacher or teaching assistant individually in class or in a small group or in a withdrawal situation if appropriate.
- ix. Strategies and programs to support children at school action will be detailed in the school's provision map.
- x. Triggers for School Action Plus are identified in appendix 3.

#### 10. School Action Plus

- i. The school will seek the help of external support services and provide them with the evidence of strategies and targets achieved.
- ii. The support service may advise on new targets and strategies which will be collated in an IEP and may advise specialist assessment arrangements.
- iii. If detailed advice is required from outside professionals, written parental consent must be sought.
- iv. The teacher and teaching assistant will carry out the programme outlined on the IEP and liaise with parents and SENCo as appropriate.
- v. The child may work with the class teacher or teaching assistant individually or in a small group within the classroom or occasionally in a withdrawal situation if appropriate.

#### 11. School request for statutory assessment

- i. The school will request a statutory assessment when a child demonstrates significant cause for concern and Children and Young People's Service have recommended that an RSA is applied for.
- ii. The SENCo and class teacher will provide evidence of strategies and programmes implemented and alternatives tried.
- iii. The required evidence that is collated is listed in appendix 4.

#### 12. Planning

Activities will be planned to meet the needs of all children as individuals and to ensure that pupils with SEN engage with their peers through planned teaching which is differentiated, relevant and shows progression.

#### 13. Monitoring

The SENCo analyses school tracking to ensure children are identified and monitors progress. The governing body will assess the success of the provision for SEN through monitoring by the SENCo/Head Teacher and SEN Governor on behalf of the governing body. This will be reviewed on a regular basis at full governing body meetings.

#### 14. Pupil participation

Children should be involved in making decisions where possible and the extent of their participation should reflect their evolving maturity.

## 15. Complaints

Complaints will be dealt with according to the school's complaints procedures. The Local Education Authority must arrange for the parent of any child in school with SEN to be provided with advice and information about matters relating to their needs. They must inform parents and schools of the parent partnership service (SNIP) and how they can access it.

Information about the school's staffing policies and partnership with bodies beyond the school

## 16. Training

Inset is coordinated by the SENCo in line with staff requirements and the school development plan. Regular Inclusion network meetings are attended to keep up to date with developments nationally and with county initiatives.

## 17. Links with support services for SEN

- i. Children and Young People's Service- Educational Psychologist
- ii. Additional needs teachers – speech and language, physical difficulties, hearing impaired, communication
- iii. Children and Families
- iv. School Nurse
- v. BACIN
- vi. SNIP
- vii. Designated Special Provision

## 18. The role of parents of pupils with SEN

The importance of parents working in partnership with the school to implement and meet targets for development of their child is recognised. IEPs are reviewed termly and parents invited to discuss their child's progress and the purpose of any intervention or programme of action.

## 19. Links with other schools

Ashton is involved in EWS Secondary Sports College transition project which works to ensure that all pupils and information transfer successfully. This includes vulnerable children and there are special arrangements for children with SEN.

## 20. Links with health services, social services and educational welfare services and voluntary organisations.

- i. Community paediatrician
- ii. Education Welfare Officer
- iii. The and language therapists

## **Appendix 1**

Children's progress is measured by referring to:-

- i. Their performance monitored by the teacher as part of ongoing observation and assessment.
- ii. The outcomes from baseline assessment results.
- iii. Their progress against objectives specified in the Literacy and Numeracy Strategy revised Frameworks.
- iv. Their performance against the level descriptions within the National Curriculum at the end of a key stage.
- v. Standardised screening or assessment tools.

## **Appendix 2**

Triggers for school action:-

- i. Makes little or no progress even when teaching approaches are targeted.
- ii. Shows signs of difficulty in developing literacy or numeracy skills which impact on other areas of learning.
- iii. Presents persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed.
- iv. Has sensory or physical problems and continues to make little or no progress despite specialist equipment.
- v. Has communication and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum.

## **Appendix 3**

Triggers for school action plus

- i. Continues to make little or no progress in specific areas over a long period.
- ii. Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- iii. Continues to have difficulty in developing literacy and numeracy skills.
- iv. Has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme.
- v. Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- vi. Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- vii. If staff feel that the child has needs which extend beyond the educational setting a common assessment can be a way forward in identifying professionals who can work and help the child develop.

## Appendix 4

Evidence required for statutory assessment.

- i. The school's action through school action and school action plus.
- ii. Individual education plans for the pupil.
- iii. Records of regular reviews and their outcomes.
- iv. The pupil's health including the child's medical history where relevant.
- v. National Curriculum levels.
- vi. Attainments in numeracy and literacy.
- vii. Educational and other assessments/ reports from advisory specialists, support teachers or educational psychologist.
- viii. Views of the parents and the child.
- ix. Involvement of other professionals
- x. Any involvement by social services or the education welfare service.

### Declaration

I confirm that the information in this document is accurate and that the processes are in place to support National eCAF use within this school.

Signed: \_\_\_\_\_ Position: Head

Date: \_\_\_\_\_ Review Date: \_\_\_\_\_

Agreed by the Governing Body \_\_\_\_\_