



**SEN Policy
January 2008**

Lakenham Primary School

Special Educational Needs Policy

This policy takes account of the revised Code of Practice issued November 2001 and the SEN provisions of the Special Educational Needs and Disability Act 2001. It should be read in conjunction with the school's Inclusion and Equal Opportunities policies.

1.1 Definition of Special Educational Needs

The statutory definition is: "A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her"

Children have a learning difficulty if they;

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

1.2 Principles

- All children with special educational needs will have their needs met at Lakenham Primary School unless the outcomes of Statutory Assessments or Statement Reviews reveal that their needs would be met better elsewhere.
- Children with special educational needs will be offered full access to a broad and balanced and relevant curriculum, including an appropriate curriculum for the Foundation Stage and the National Curriculum.
- To take into account the views and wishes of the child, in light of their age and level of understanding.
- Every effort will be made to include parents/carers in the education of their child and take into account their wishes and views regarding the needs of their child.
- There will be inclusion of children with special educational needs so that they are integrated into the academic and social life of the school and are able to reach their full potential and maximise their achievements.
- At Lakenham Primary School we ensure that all children are valued, respected and equal members of our school regardless of gender, disability, race, culture or cognitive development. We seek to provide the maximum opportunity for all children and to remove barriers to learning for all children.

As such, provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of children with special educational needs.

1.3 Objectives

- To identify children with special educational needs as soon as possible and put into place an appropriate plan of work that is reviewed regularly.
- To ensure that children are supported where appropriate by class teachers, teaching assistants and the SENCo.
- To encourage effective home-school liaison.
- To work collaboratively with external agencies.
- To ensure that pupils make progress in line with prior attainment.

2.1 Roles and responsibilities

The school Governing Body, Head Teacher and SENCo are responsible for coordinating the educational provision for children with special educational needs.

2.2 The Governing Body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the Head Teacher has been informed by the LA that a pupil has special educational needs, these needs are made known to all who are likely to teach him or her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- Consult the LA, as appropriate and the Governing Bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Report annually to parents on the school's policy for pupils with special educational needs through the governors' report to parents
- Ensure that parents are notified by a member of staff of a decision by the school that SEN provision is being made for their child.
- Be fully involved in developing and monitoring the school's SEN policy
- Be up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

2.3 The Head Teacher has responsibility for;

- the day to day management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the Governing Body fully informed.
- working closely with school's SENCo

2.4 The Special Educational Needs Coordinator (SENCo)

The school's SENCo is Lucy Roberts.

The SENCo "seeks to develop ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupil's achievements, and by setting targets for improvements"

The key responsibilities of the SENCo include:

- Overseeing the day to day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing teaching assistants in conjunction with phase leaders and class teachers
- Overseeing the records of all children with special educational needs
- Contributing to the in-service training of staff
- Liaising with parents of children with special educational needs
- Liaising with external agencies, including the LA's educational and educational psychology support services, health, social care and voluntary bodies.

2.6 Teachers have responsibility for:

- Implementing school's SEN policy
- Identifying a child's SEN and informing the SENCo of any concerns
- Putting into action any support that is needed for individual children
- Keeping detailed, accurate records about individuals
- Writing IEPs and informing TAs about support programmes and strategies to be used

- Informing parents about their child's progress and needs

2.7 Teaching assistants have responsibility for:

- Supporting pupils with SEN in class as directed by the teacher and supporting pupils with SEN, where appropriate, outside the class
- Recording their work with SEN pupils and informing the class teacher and SENCo of any issues arising
- Being aware of the SEN policy

3.1 Admission Arrangements

The arrangements for admissions to Lakenham Primary School are included in our Admissions Policy. This is not affected by whether or not a child has SEN or disability. See the school's Access Policy.

3.2 Identification, assessment and provision for all pupils with SEN

- All children with special educational needs are fully integrated and provided with access to a broad, balanced and relevant curriculum including the National Curriculum
- Teachers will match the teaching and learning to the needs and abilities of each child and where appropriate materials are modified or support provided to enable children with special educational needs to access the curriculum
- Children who are withdrawn from class for support teaching participate in the whole range of the curriculum. When children are withdrawn for additional support it is for a time limited period for specific targeted support that is outlined in child's IEP
- We ensure the provision outlined for a pupil with a Statement of Special Educational Needs is adhered to as closely as possible.

3.3 Identification and Assessment arrangements

The school policy for SEN follows the guidance of the Code of Practice that recommends four stages of action.

3.3.1 School Action

The trigger for intervention through School Action could be concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted
- Shows signs of difficulty in developing literacy or numeracy skills, which result in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not changed by the behaviour management techniques usually employed in school
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and or interaction difficulties and continues to make little or no progress despite provision having been made to support these.

The teacher's concern, underpinned by school evidence on progress and attainment, will be the trigger to register a child at School Action.

Working in collaboration with the SENCo and parents, teachers must:

- Collect all relevant information on the child
- Be responsible for initial assessment and evaluation of child's needs and progress.
- Register children at School Action when necessary interventions, including TA support, are additional to or different from those provided as part of the school's differentiated curriculum.
- Use targets and strategies to enable the child to make progress and record these on an IEP.

Evidence to support identification includes:

Foundation stage: Foundation stage profiles, BPVS and Bury Infant Check, termly assessments

Years 1 – 6: child's progress against objectives set out by National Literacy/Numeracy Strategies, SATs results, Optional QCA testing in years 3 – 5, termly assessments and target setting, and class and whole school assessment data.

The class teacher will inform the SENCo who will register the child and agree that support is needed. The teacher will draw up an IEP and inform the parents. The IEP and support are implemented. The IEP will include information about:

- 3- 5 individual short term targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes (when IEP is reviewed)

Progress will be reviewed termly and the child either moves to School Action Plus, remains at School Action with new targets set, or if adequate progress has been made and there is no longer cause for concern the child can be removed from the SEN Register and parents informed.

Adequate progress could be defined as follows:

- It closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- It is similar to that of peers starting from the same baseline but less than majority of peers
- It matches or betters child's previous rate of progress

- It ensures access to the full curriculum
- It demonstrates an improvement in self-help, social or personal skills
- It demonstrates improvements in child's behaviour

3.3.2 School Action Plus

If progress is not satisfactory and at least 2 School Action IEPs have been implemented and reviewed, further advice will be sought. Initially the concerns about the child will be raised at the termly School Support Team Meetings with an Advisory learning Support Teacher and Educational Psychologist. On their advice the child might move to School Action Plus. When an external service makes the recommendation, the child moves to School Action Plus and an IEP is drawn up (to include the advice of the relevant service) and implemented.

The IEP is reviewed and there are 3 outcomes:

- Revert to School Action
- Continue at School Action Plus
- Head Teacher requests Statutory Assessment

If progress is satisfactory after 2 IEP reviews the child can be recorded at School Action level and a new IEP will be drawn up.

If the pupil's progress is not satisfactory despite all the strategies put in place, the Head Teacher, on the advice of the SENCo and external agencies, will put in a request to the LA for statutory assessment.

The parents will always be told the outcome of School Action Plus reviews.

3.3.3 School Request for Statutory Assessment

It is the responsibility of the Head Teacher to provide the LA with evidence of action taken through the various stages.

The LA considers, working co-operatively with the parents and other agencies, whether a statutory assessment of the child's SEN is necessary. The LA may decide that issuing a Statement of SEN is the most appropriate course of action. This is further outlined in the COP.

3.3.4 Annual Review of a Statement of SEN

All statements will be reviewed at least annually with parents, the child, the LA, school staff, and any other professionals involved, who are invited to consider whether any amendments need to be made to the description of the child's needs or to the SEN provision stated in the statement.

4 Monitoring and evaluating the success of the education provided for children with SEN

Lakenham Primary School, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body

reports annually to parents upon the quality of education provided for and the achievements of children with SEN. The school employs a series of methods to gather data for analysis including:

- Regular observations of teaching
- Success rates in respect of progress towards IEP and learning targets
- Scrutiny of teachers' planning and children's work
- Seeking views of parent and child.
- Analysis of progress through termly assessments
- Regular meetings between SENCo and phase leaders, class teachers and teaching assistants
- Impact of spending on standards.

5 Staff Inset

- The SENCo attends locally organised meetings organised by Education Support Services, Annual Norfolk SEN Conference, Annual Behaviour Conference and various other courses which ensure up-to-date knowledge of current issues.
- All staff development takes account of SEN/Inclusion issues
- All teaching assistants are encouraged to undertake training and receive regular training within school

6 Parents

In accordance with the SEN COP, Lakenham Primary School believes that all parents of children with SEN should be treated as essential partners. The school has positive attitudes towards parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Have their view known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

7 Arrangements to deal with complaints

Any parental concerns should be addressed to the SENCo who will liaise with the Head Teacher and Governors as appropriate.

8 Information about school's partnership with external agencies

Once a need has been identified the SENCO will liaise with the appropriate outside agencies. These include:

- LA SEN Department and SEN Caseworker
- Advisory teachers – sensory impairment
- School health service – including school nurses, specialised nurses, community paediatricians, speech and language therapists, occupational therapists etc

- Child and Adolescent Mental Health service (Bethel)
- Education Support Services – learning support advisory teachers, Educational Psychologists, Behaviour Support teachers, BEST
- Social Care and Attendance Officer Social Worker
- Advice from local special schools and organisations such as Autistic Association, Down's Syndrome Association

9 Change of School

Where a change of school occurs the SENCo, together with the Head Teacher, will be responsible for ensuring the transfer of all relevant documentation and information. When transferring to High School there will be liaison between the appropriate primary and high school staff.

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