

Special Educational Needs Policy

Plasyfelin Primary School

1/6/2018

Lesley Howells

Special Educational Needs Policy

Philosophy

Plas-y-felin Primary School values the abilities and achievements of all pupils, and is committed to providing for each pupil the best environment for learning.

Plas-y-felin Primary School will encourage and support pupils to reach their full potential and produce positive self-esteem and success.

Plas-y-felin Primary School recognises that many pupils will have additional or different needs at some time during their school life.

Plas-y-felin Primary School is an inclusive environment. All pupils irrespective of gender, culture, social background or need, will form part of a supportive and caring community.

Definition of Special Educational Needs

This policy recognises the definition of SEN as within current legislation and statutory responsibility.

Plas-y-felin Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Inclusion

This policy builds on our School Inclusion and Equal Opportunities Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

Objectives

In addition to the main aims of our school we aim:

- To promote principles of inclusion within school as well as with parents and pupils.
- To offer access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to all individual needs.
- To ensure early identification of needs.
- To include parents and pupils as fully as is practical in decisions affecting their future.
- To review policy procedure on a regular basis, keeping in line with current advice and best practice.

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Roles and Responsibilities

Governors: Mrs Helen Atwood

The Governing Body's responsibilities to pupils with additional and different needs include:

- Ensuring that provision of a high standard is made for SEN pupils.
- Ensuring that a "responsible person" is identified to inform about the Statement, and all those involved with teaching and supporting Statemented pupils.
- Ensuring that SEN pupils are fully involved in school activities.
- Having a regard to the Code of Practice and Disabilities Discrimination Act Part 4 2002, when carrying out responsibilities.
- Being fully involved in developing and subsequently reviewing SEN Policy, including the allocation of resources from the school's developed/ delegated budget.
- For the "named" governor to meet with the SENCo on a regular basis.

Head Teacher: Mr Mark Jones

The Head Teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, SEN provision included.
- Keeping the Governing Body well informed about SEN within the school.
- Working closely with the SENCo/ SEN team.
- Informing parents of the fact that SEN provision has been made for their child.
- Ensuring that the school has clear and flexible strategies for working with parents and strategies to encourage involvement in their child's education.
- Support SENCo in managing SEN procedures in school.

Parents

Parents' responsibilities include:

- Their child's education.
- Communicating appropriately with professional in order to facilitate any appropriate support.
- Communicating on a regular basis with their child's school, noting any concerns they might have about their child's learning or provision.
- Fulfilling any home-school agreements which are set in place.
- Playing an important part in the process of planning/reviewing their child's IEP or One Person Profile.
- Participating in the Annual Review of a Statement of SEN where such applies to their child.
- Encouraging and supporting the idea of pupil participation throughout all school activities and areas of learning.

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SENCo Miss Lesley Howells

The SENCo plays a crucial role in the school's SEN provision. This involves working with the Head Teacher and Governing Body to determine the strategic development of the Whole School's Development Plan, SEN Development Policy/ Provision, with the aim of raising SEN pupil achievement. Other responsibilities include:

- Liaising with link governor and governing body.
- Overseeing the day-to-day operation of the SEN policy.
- Setting up and evaluating the School's Provision Map of Special Educational Needs.
- Co-ordinating the provision for pupils with SEN.
- Liaising and giving advice to fellow teachers.
- Managing learning support assistants (LSA)
- Overseeing the records of pupils with SEN.
- Liaising with parents.
- Making a contribution to INSET.
- Liaising with external agencies, LEA support services, Health and Social Services and voluntary bodies.

Class Teacher

"All teachers are teachers of children with special educational needs"

Special Educational Needs Code of

Practice for Wales 5.2, 6.2

Within Plas-y-felin Primary School we follow the Code of Practice which clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN pupils.
- Collaborating with the SENCo to decide what action is required to assist the SEN pupil to progress.
- Working with the SENCo to collect all available information on the SEN pupil.
- In collaboration with the SENCo develop IEPs for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP.
- Developing constructive relationships with parents.
- Being involved in the development of the school's SEN policy.

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Learning Support Assistants

Learning Support Assistants have an important role within the classroom. Their responsibilities include:

- To work with pupils or groups of pupils as directed by the SENCo.
- To keep regular records of support and intervention.
- To attend review meetings as requested.
- To meet regularly with the SENCo.
- To contribute to, and participate in INSET.
- To work in partnership with outside agencies.

Identification and Assessment

At Plas-y-felin Primary School we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully included into mainstream classes. Every effort is made to ensure that they have full access to the Foundation Phase Curriculum/National Curriculum and are included in all aspects of the school.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. In order to identify which pupils require additional support or specific SEN teaching programs certain criteria need to be observed.

For those pupils at year 2 and above the National Assessment Tests as well as Salford Reading and Spelling assessments are used as a benchmark to identify pupils that achieve below average as well as those that are identified as MAT. Those children that are identified as scoring below or significantly below the national average throughout these tests will then receive an IEP from their class teacher in order to develop and strengthen the skills that they are unsure of. Specific skills or learning areas (maths or language) are then assessed and developed by the class teacher. These targets are evident in class targets as well as through class books and focused marking.

Entry and Exit Level for children requiring an IEP

Year 2 pupils and above any child in the national reading and numeracy tests scoring below SS85 will require an IEP and intervention work to improve this score. When the child has comfortably scored above SS85 /88 then the child will no longer need an IEP.

For those children who's reading age is 18months below their chronological age will require intervention and an IEP once they are within 12 months of their reading age they will be monitored.

For those children who are statemented or on SA+ and having additional support will require an IEP. If the statement is removed or on review the support is not needed on this professional judgement the IEP will be removed.

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For children who are identified as in need of behaviour support – link officer Julia Phillips then the children will require behaviour plans an IEP until they no longer require the external support or monitoring.

For children who reach SS 115 in the national tests in reading and writing they will be monitored MAT and will form the additional MAT provision for those who are over SS126 they will require an IAP.

With all entry and exit points to the provision map and requiring an IEP, discussions will be required between Teacher, SENCO Miss Howells, parents, pupil, outside agency involvement and Headteacher Mr Jones. Decisions will then be collectively made by all concerned.

CAT's taken at year 4 will also show children who have specific discrepancy in their scores and who could possible require additional LA reading support (SPLD)

SAP groups – Children who appear RED in areas on the survey will form these groups. The groups last for a period of 1 term and on the next PASS survey the child is analysed to see if the RED has changed to Amber or Green. Support is then removed and the child monitored.

Early Identification- within the Foundation Phase

Early identification of pupils with SEN is a priority. At school we will use appropriate screening and assessment tools, an ascertain pupil progress through:

- Evidence obtained by teacher observation/ assessment.
- Their performance in Foundation Phase Outcomes/ National Curriculum judged against the level descriptions. Progress is tracked through the use of the school assessment program Incerts as well as the school tracking system using SIMs.
- Standardised screening or assessment tools- In the Nursery the children are screened using the Teaching Talking screen as well as being supported by Super Shelby. This along with teacher assessment identifies early speech, language and communication needs.
- Within Reception to year 1 Teacher assessment becomes the focus for identification and the SENCo is alerted to any children that are not making progress over time. This is evident through evaluations of planned activities (observation books), Incerts , RWInc assessments. Where concern is noted class teachers keep a log of strategies and outcomes which form evidence for Educational Psychologists or Advisor support.

Additional needs

- Where there is a social/ emotional or behaviour need and the child is not responding to the school behaviour program, teachers make notes of significant behaviours and strategies used which then forms the basis for referral to the relevant departments within Inclusion.
- Within Key Stage 2 the PASS survey is also used to identify additional needs which may be more social and emotional in origin. This has resulted in developing social interaction groups with COMIT.

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- Within the Foundation Phase a SAP group (social intervention) operates where children have been identified by teachers as needing to learn social interaction skills. The children are then screened using the Talk about program and their needs targeted through focused activities.
- Within Key Stage 2 the PASS survey provides the basis for selection to the junior SAP group. The group however is flexible to accommodate pupils that have experience bereavements or a change in their home circumstance. This is often identified through Teacher – Parent consultations.

More Able and Talented Pupils

- Pupils that score significantly above the national average in the National Numeracy and Reading tests SS126 are identified as More Able and Talented within Literacy and Numeracy.
- Pupils that are identified as MAT are then given appropriate challenging targets to develop and extend their skills. Targets will be written onto the child's own plan which will then be discussed with parents at Parent/Teacher consultations.
- All teachers are responsible for identifying more able children within their class and to plan appropriately differentiated work to extend their skills. This is evident through pupil progress targets, class targets, focused marking within books.
- The school also provides opportunities for children to develop talents within school specifically through sport and music.
- Within the Foundation Phase MAT pupils are identified through teacher assessment, RWInc assessments and Incerts. RWInc streams children into bands so that MAT children will be able to move at a quicker pace and apply the strategies learnt to move them forward. Teachers are sensitive to class groupings and children work towards targets with success criteria added to their learning objectives in key tasks to enable them to understand how to develop their skills further.

Provision

Mainstream

On entry to the school each child's attainment will be assessed. This will help to inform the school of the child's aptitudes, abilities and attainments, and will be used to improve continuity in learning

Account may be taken of information received from outside agencies prior to school entry, for example, any physical disabilities (see identification and assessment).

The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCo/ Class teacher will use the records to:

- Provide starting points for an appropriate curriculum.

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- Identify the need for support within the class.
- Assess learning difficulties.
- Ensure on-going observations/ assessments provide regular feedback on achievements for planning next steps in learning.
- Involve parents in a joint learning approach for home/ school.

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class/subject teacher through an appropriate planned programme of work.
- Periods of withdrawal to work with a support teacher/ assistant.
- In-class support with adult assistance.
- Attendance at a specialist unit such as a Nurture Class- based in Tyn y wern Primary School. Or Speech and Language Coed y Brain Primary
- Support from specialists within class or as part of a withdrawal programme.

Particular care is taken with pupils whose first language is not English. Teachers will monitor their progress across the curriculum to ascertain whether any problems arise from uncertainties in English or from special educational needs. It may be necessary to assess their proficiency in order to plan for any additional support that may be required.

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice states additional measures the LEA must set up for preventing and resolving disagreements. These can be explained to parents if required.

Specialist Provision

- Social Inclusion/ Nurture class
- Full re-assessment may take place prior to an Annual Review. Interim reports may be provided to alert other professionals to any significant changes in the required provision for the child.

Partnership with Parents

Plas-y-felin Primary School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them."

The school considers parents of SEN pupils as valued partners in the process.

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The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LEA.

“LEA’s should work in partnership with local and parent organisations, as well as the parent partnership service....to ensure that parents receive comprehensive, neutral, factual and appropriate advice.”

Pupils

SEN pupils will also be encouraged to participate in the decision-making process affecting them.

- Pupils are included in all stages of admission.
- Pupils are invited to all review meetings.
- Pupils are to be involved in the development of the programmes of intervention to be used at home and in school.
- Pupils are to be informed of Support Agencies.
- Pupils are encouraged to take responsibility for their learning and their own actions.

Staff

- The SENCo will provide staff with up to date information regarding pupils.
- Staff will collaborate in developing intervention strategies to reduce barriers to learning.
- Staff will provide appropriate information for pupil reviews.

Links with External Agencies/ Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for, SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

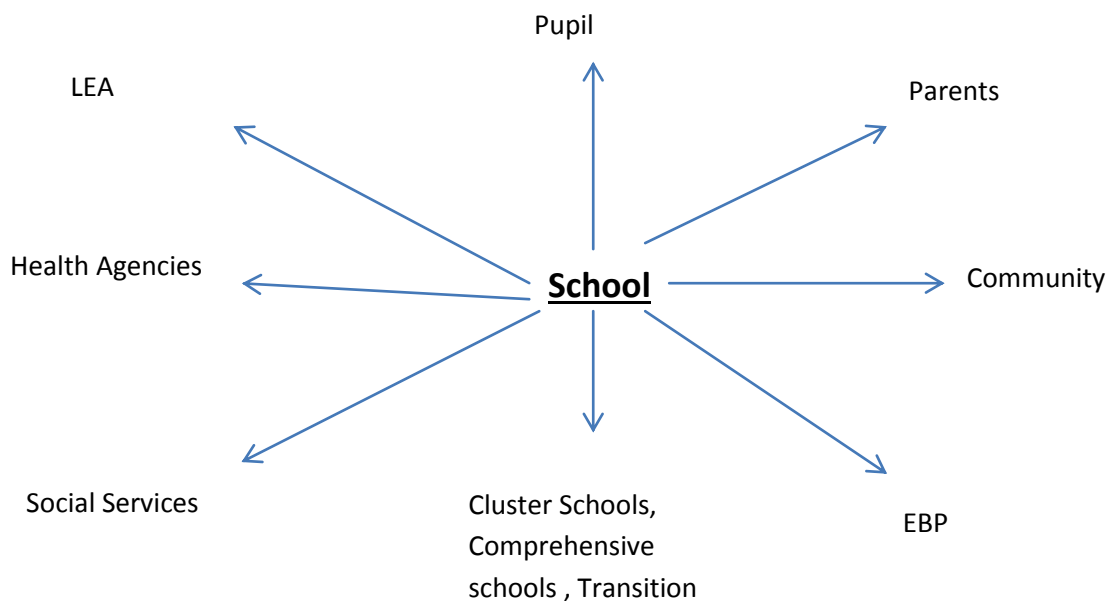
- Educational Psychologists
- Learning Support
- Advisory teachers for SEN
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services

In addition, important links are in place with the following organisations:

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- The local playgroup/ parent and toddlers' group with the aim of providing continuity between home and school.
- The LEA
- Specialist services
- Educational Welfare Officer
- Social Services
- Sure Start
- COMIT
- PTA
- The Connexions Service
- The business community
- Team Around the Family
- Other groups and organisations

Partnership



Transition

- Meetings are held from January onwards in Year 6 to aid transition to secondary school.
- SENCOs from relevant secondary schools are invited to attend Annual Reviews (or interim reviews as appropriate) of pupils from year 5 onwards.
- Information is collated and distributed to the secondary schools where necessary.
- Specific visits to relevant secondary schools are organised and carried out from the Spring term onwards (this also includes visits for parents).

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- Information and plans are created to assist with transition from Foundation Phase to Key Stage 2.

Curriculum

The use of a relevant and differentiated curriculum will be included within the school's scheme of work and ensure that all pupils have the opportunity to progress and achieve success.

Children with SEN still require the greatest possible access to a broad and balanced education. The needs of the majority of children will be met in mainstream classes and without Statutory Assessment or a Statement of Special Educational Needs.

Some children will benefit from a placement in a specialist resource base with mainstream inclusion that allows for structured teaching and expertise, which cannot be offered in the mainstream environment.

If a pupils is assessed as having SEN, the SENCo in collaboration with class teachers, will develop a programme of support and intervention.

The school recognises that all aspects of teaching and learning throughout the school have an impact on the pupils' progress and provision required.

Removal from the SEN register

All children that require an IEP or Play Plan (Nursery/ Reception) are monitored and evaluated by the class teacher and their IEP is amended three times a year. This coincides with Parent/Teacher consultations so that Parents are involved in every aspect of their child's development.

Once identified as needing an IEP each child will then be assessed through Incerts, RWInc and from year 2 onwards the National Tests and Salford assessment programs. Where a child makes progress and where they no longer need their work to be differentiated below that which is completed by the core group of the class they may be removed from the SEN register and no longer require an IEP. This is based on their progress through the National Numeracy and Reading Tests as well as their progress alongside National Curriculum targets. When children improve their skills to move out of the below average band (from testing results) and into the average band they no longer need to be on the SEN register.

Pupils may also be removed from the SEN register when they complete programs from outside agencies such as with the Speech Therapy Service. This is assessed through consultation with Speech Therapists.

Monitoring and Evaluation

SEN Policy Review

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

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