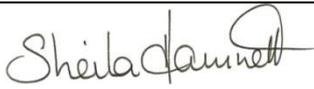




# Special Educational Needs Policy

This policy was adopted at a meeting of the Full Governing Body		
Held on	03/12/17	
Date to be reviewed	Annually	
	Signed on behalf of the management team	Signed on behalf of the governing body
Review date:		
Name	Gaynor Dunkley	Sheila Hamnett
Role	Headteacher	Chair of Governors
Signature		

# **Peel Hall Primary School**

## **Special Educational Needs Policy**

This policy has taken account of the DfE S.E.N. Code of Practice (January 2002), the S.E.N. provision of the S.E.N. and Disability Act (2001), the Government policy on inclusion (Inclusive Schooling, Children with S.E.N.), and the City of Salford Local Education Authority S.E.N. Inclusion Policy and Strategy (draft).

Our S.E.N. policy is set within the context of a commitment to:

- Promote an inclusive ethos where the teaching and learning, achievement and well being of every child matters.
- To provide a broad, balanced and relevant curriculum for all pupils in the context of the National Curriculum.
- To have in place systems for the early identification of, and a graduated response to pupils with S.E.N.
- To have high expectations and suitable targets for all children.
- To recognise the vital role of parents in supporting their child's education.

A Special Educational Need refers to any circumstances resulting in an individual pupil requiring additional or different help in order to take full advantage of the educational opportunities offered to children of the same age. If a child is not performing within recognisable social and academic standards, or shows tendencies to excellence in any area then he/she is regarded as having S.E.N. These needs will include learning, social and emotional, communication and physical difficulties. Our aim is to help all children achieve their full potential in a closely monitored, secure environment.

Our S.E.N. Policy sets out how Peel Hall identifies, assesses and makes provision for pupils with S.E.N.

### **Objectives**

- \* To develop a whole school approach towards addressing S.E.N.
- \* To develop a system for the identification and assessment of children who are thought to have S.E.N. in order to ensure all children achieve their full potential.
- \* To undertake the regular recording of progress of children with S.E.N.
- \* To work in partnership with parents in identifying and meeting the educational needs of their children. To ensure that parents are aware of our school policy.
- \* To provide a flexible range of options to support the child in school.
- \* To allocate resources that match defined needs.
- \* To consult with other professionals, as and when necessary.
- \* To ensure that the governors are aware of, and make provision for all children with SEN

## **Identification and assessment**

Staff should inform the SENCO if they are concerned that a pupil may have a S.E.N.

When a concern has been raised and parents consulted, the child may be recorded at Initial Concern monitoring stage. An assessment of the child's particular needs will be undertaken and appropriate action considered which may include target setting and differentiated work. At Initial Concern teachers will use their objective professional judgement in assessing each individual and then provide appropriate support.

In liaison with the SENCO class teachers will consider each child with S.E.N., what form of action is most appropriate, looking at their attainments and difficulties as well as their successes and strengths. This will involve assessing the strategies and resources currently being used to meet the pupil's needs and how these may be made more effective and whether alternative materials and approaches would be appropriate

For some children it may be necessary to consult or involve outside agencies, including the Educational Psychologist, Speech and Language Therapy Service and other Health Service professionals.

Under the 1988 Education Act parents have the right to request that the Local Education Authority assess the educational needs of their child.

## **Review Procedures**

Class teachers and SENCO will review the progress made by all children on Peel Hall's S.E.N. register termly. Targets will be evaluated, outcomes recorded, new targets formulated where appropriate, and further intervention, if appropriate, considered.

## **Recording process**

### **Initial Concern Monitoring**

The Initial Concern Monitoring record will be used to record the reason for concern, date the concern was discussed with parents/guardian, targets set and monitoring of progress by the class teacher; i.e. children at this stage are provided for by the class teacher through differentiation. Progress against targets will be reviewed half termly. The review outcome will be either a) Revised or new targets will be set.

b) No further concern.

c) Move to School Action.

### School Action

The starting point being a review of the child's progress and strategies used over a period of time, i.e. at Initial Concern stage. A child is recorded at School Action if he/she:

- \* makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- \* shows little signs of developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- \* presents persistent emotional or behavioural difficulties which are not ameliorated by behaviour management techniques usually employed.
- \* 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 the provision of a differentiated curriculum.

At this stage an I.E.P. is formulated. Strategies employed to enable the pupil to progress are recorded within an Individual Education Plan. The I.E.P. should include information about :

- \* short term targets set for or by the pupil
- \* the teaching strategies to be used
- \* the provision to be put in place
- \* when the plan is to be reviewed
- \* success criteria
- \* outcomes, to be recorded when the I.E.P. is reviewed.

The I.E.P. should only record that which is additional to or different from the differentiated curriculum provision, which is in place as part of provision for all pupils. The I.E.P. will focus on 3 or 4 individual targets, chosen from the key areas of communication, literacy, mathematics and behaviour and social skills. Strategies may be cross curricular or may be sometimes be subject specific. The I.E.P. will also include details of parental support if appropriate.

Progress against targets will be reviewed half termly. The review outcome will be either

- a) Revised or new I.E.P. will be drawn up.
- b) Revert to monitoring stage.
- c) Move to School Action Plus.

### School Action Plus

The starting point will be problems over a long period, ( at least a year ). Children with problems that are not improving even with School Action support. A child is recorded at School Action Plus if he/she:

- \* 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 numeracy skills

- \* has emotional or behavioural 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 on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

A range of different teaching methods, equipment and materials will be considered. Outside agencies such as Support Services and Educational Psychologist will be consulted to assist in the assessment of the child's needs. A new I.E.P. will be drawn up. The child will receive some support within the classroom from a teaching assistant and may be withdrawn for sessions to work on a specific intensive short term teaching programme.

Progress against targets will be reviewed half termly. The review outcome will be either

- a) Revised or new I.E.P. will be drawn up.
- b) Revert to School Action.
- c) Formal assessment.

When formal assessment takes place written information on educational assessments (school tests, SATs results and educational psychologist's), the views of the parents, the child's health record and any social services or educational welfare involvement is made available. In addition the school needs to have available written evidence of its actions under the three stages, any I.E.P.s, their reviews and their outcomes and any involvement from other professionals. The combination of all the evidence allows the L.A. to make a judgement as to whether the child requires a statement of educational needs. If it is decided that the child should be issued with a statement then the authority will set out in the statement the child's needs and how they are to be fulfilled. It is a statutory requirement that the school and other agencies follow the requirements of the statement. The statement is reviewed annually following the same procedure as the initial statementing meeting, with all interested parties invited, it is chaired by the SENCO or Head teacher and a report is sent to the issuing L.A. and all persons present.

### **Storage of information**

The S.E.N. register is recorded on SIMS, accessible on the computers in the Head Teacher's and the secretary's offices.

S.E.N. records and reports from outside agencies will be kept in the individual children's S.E.N. folders in the S.E.N. filing cabinet in the teacher's working room.

Each class teacher will have a discreet S.E.N. file, which will include a record of the children in their class on the S.E.N. register, a brief description of each child's S.E.N. and their S.E.N. records i.e. Initial Concern targets or I.E.P.s to inform planning.

### **Curriculum Entitlement**

All children, whatever their needs, are entitled to have access to the full range of National Curriculum subjects.

Children will be taught for the most part in their class groups. A small number of children may be withdrawn for small group or individual work. This will be for a set period of time, usually one half-term, consisting of regular short sessions working on intensive teaching programmes with small, specific, measurable targets.

The key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities, and in the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child. For most children their S.E.N. will be met in the classroom, in the form of different or additional strategies or resources.

### **Disapplication from or modifications to the National Curriculum.**

The following statements are taken from the Education Reform Act:

Any Statement of Special Educational Needs made under the 1981 Education Act may specify that a pupil is exempt in whole or in part from the National Curriculum. Exemption may also be necessary for some pupils who have a Statement (Section 18 & 19).

These exceptional arrangements are made rarely and only when the National Curriculum requirements prove impossible to achieve or are inappropriate to the pupil's very specialised needs.

Arrangements for exempting pupils are possible through four sections of the Education Reform Act 1988. These are not changed by the 1993 Education Act.

**Section 4 Orders** are informal arrangements, which allow pupils to be taught for part of the time at a level outside their key stage or for a particular pupil to be in a teaching group in which the majority of the pupils are older or younger.

### **Parental Involvement**

An integral part of meeting children's S.E.N. is the involvement of parents in discussion and decision making.

Every effort is made to inform, and to involve parents in the setting of targets, and the working towards set targets for their children.

When an initial concern is raised parents are informed and their views ascertained. Formal parents meetings take place bi-annually, in October and March, for all children. Every effort is made to arrange meetings with parents of children on the S.E.N. register. Those parents who do not attend are contacted by the SENCO and invited to come into school to meet with the class teacher or the SENCO to discuss their child's S.E.N. and the provision being made for them.

At parents meetings parents are informed of their child's progress, their recorded stage of S.E.N. and how their needs are being met. Their I.E.P.s are discussed and the parents are given a copy of the I.E.P.

When children move between stages parents are to be informed and given the opportunity to discuss this with the class teacher or SENCO.

The Head teacher, class teacher or SENCO will always be willing to make appointments to meet with parents to discuss their child's progress.

## **Resources**

Peel Hall allocates under its budget financial resources to support children with S.E.N.

- \* Under the heading of staffing school funds a full-time N.N.E.B. to support children recorded at School Action, and a full-time teaching assistant to work with children recorded at School Action Plus or with statements of S.E.N.
- \* Under the heading of curriculum there is an allocation for materials and equipment to support pupils with S.E.N.

The school is aware of the need to build up a bank of relevant resources. The SENCO will be responsible for the ordering, storage and upkeep of these resources in consultation with staff. Some resources will be stored centrally and others allocated to classrooms.

## **Staff Development**

We have a commitment to the continuing development of staff knowledge and expertise. The SENCO attends appropriate courses provided by the L.A. and other organisations. Some specific training is provided for staff on training days and during directed time.

- \* Staff are informed and involved in S.E.N. issues, developments and legislation at staff meetings.
- \* Directed hours give time for staff to discuss S.E.N. issues with other staff/SENCO, and to:
  - draw up and review Initial Concern targets/I.E.P.s. Time will be allocated on a termly basis for teachers to review the progress of individual children with the SENCO. This

review will include a reappraisal of children's specific needs, an evaluation of I.E.P.s and a plan for future development.

- \* Inset will be delivered by SENCO and outside agencies as appropriate, and in accordance with the school development plan.
- \* The SENCO is attending a L.A. organised course covering all aspects of the role of the SENCO, including administration, resources, teaching and learning approaches, outside agencies available for support and legislation. The SENCO attends cluster meetings, these meetings are attended by SENCOs from local schools and are chaired by the Educational Psychologist. Their purpose is to discuss issues and to share experience, expertise and resources. The SENCO attends L.A. SENCO meetings, which keep SENCOs informed of L.A. issues, policy, planning and administration pertaining to S.E.N.

### **Role of the Governing Body**

- \* The Governing Body should, in cooperation with the Head Teacher determine the school's general policy and approach to provision for children with S.E.N. They should maintain a general oversight of the school's implementation of the policy.
- \* The Governors will appoint a named Governor to liaise closely with the Head Teacher and SENCO, to ensure the effective implementation of the school's S.E.N. policy
- \* It is the responsibility of the Governors to ensure that the appropriate provision is made for all the children on the S.E.N. register.
- \* It is the responsibility of the Governors to ensure that adequate financial provision is made from the school's budget to meet the needs of the children on the S.E.N. register.

The Head teacher provides a section on S.E.N. in her termly report to the Governing Body. At the Governors Annual General Meeting part of the report produced by the Governing Body details the year's S.E.N. provision in terms of success, resources, monitoring and any changes.

Mrs. Sheila Hamnett is the Governor with responsibility for S.E.N., she is kept aware of any significant changes to S.E.N. provision within the school, and is aware of the funding allocation for S.E.N. for each year and how it is to be used. Mrs. Hamnett meets with the SENCO to discuss the school's practice and provision for children with S.E.N. Mrs. Hamnett is given copies of the SENCO's termly action plans and reviews of these in addition to the yearly S.E.N. audit.

### **Role of the Head Teacher**

The Head Teacher is responsible for the day to day management of provision for children with S.E.N. She will work closely with the SENCO to ensure the best possible implementation of this policy.

The Head Teacher will keep the Governing Body fully informed.

Regular meetings between the Head Teacher and the SENCO are held to review school procedure.

### **Role of the SENCO**

The SENCO role is shared between Louise Ayre, Inclusion Co-ordinator, and Hilary Sealy. The SENCO coordinates school S.E.N. policy by:

- \* maintaining the S.E.N. policy
- \* ensuring the regular reviews of progress for children on the S.E.N. register
- \* overseeing the recording of children on the S.E.N. register
- \* organising training for staff
- \* coordinating the work of teaching assistants supporting children with S.E.N.
- \* liaising with and advising fellow teachers, liaising with and consulting subject coordinators
- \* consulting and involving parents and outside agencies
- \* ensuring that S.E.N. policy is implemented.

Termly action plans are formulated and reviewed. In July of each year a S.E.N. audit is carried out.

### **Complaints Procedure**

- \* Peel Hall values the role played by parents in their child's education.
- \* Parents will be consulted and their input sought at all stages of assessment and provision.
- \* Teachers, the Head Teacher and SENCO are available to discuss the progress of any child with parents.
- \* If parents have concerns about the provision offered to their child they should express their concerns to the SENCO or Head Teacher.
- \* All parents have the right to contact the L.A. and voice any concerns that they might have about the provision being offered to their child at Peel Hall.
- \* In the case of parents not being satisfied with the L.A.'s decision regarding provision for their child, parents have access to an independent system of appeal in the form of a Tribunal. The Code of Practice describes all rights of appeal and the Tribunal's task is to consider whether the L.A. has reached the right decision in the particular circumstances. The school will support parents through the process to secure the best interests of the child, the child's welfare and needs being the key considerations.

## **Admissions**

The school works within the guidelines of the L.A.'s admission policy for primary schools.

## **Transition**

The school has links with Little Hulton Surestart Centre, who forward records, and where appropriate, have meetings with staff to discuss individual children.

Each child's records pass from class to class to ensure continuity of learning. A transition meeting between teachers of consecutive year groups takes place at the end of each school year in order to transfer records and information, which includes the individual needs and S.E.N. of children.

We aim to help those children with S.E.N. who are transferring to secondary schools by liaison with the S.E.N. staff in the appropriate school.

Children who transfer to other schools during the school year have continuity of education as their complete records and work to date are forwarded to their new school.

## **Evaluation of the S.E.N. policy**

The policy will be reviewed and updated annually. Targets will be set for the following year.

### **Criteria for success**

- \* children with S.E.N. are identified at the earliest stage possible
- \* the school follows the DfE Code of Practice for S.E.N.
- \* appropriate provision is made for children with S.E.N.
- \* the progress of children with S.E.N. is regularly reviewed and recorded
- \* the school meets the needs of children with S.E.N.
- \* appropriate monitoring of S.E.N. provision and procedures by the SENCO
- \* parents are consulted and are kept fully informed of their child's S.E.N.
- \* Governors are kept fully informed of policy and provision for children with S.E.N.

## **Outside Agencies available for support and advice**

Educational Welfare 0161 742 3900 The Educational Welfare Officer visits on a regular basis to help the school secure good attendance for all the children.

Little Hulton Health Centre 0161 212 5300

L.A. Educational Psychologist 0161 788 0384

Support Service 0161 607 1678 Support and advice is available from specialists in the areas of communication and interaction, cognition and learning, behaviour, and physical

and medical. The school has good links with staff from the Hearing Impaired Service and staff from the Speech and Language Service.

L.A. S.E.N. Administration Office 0161 778 0404 Our S.E.N. Admin. Officer is Laura Newton Saunders.