



The Griffin Federation

Learning Together for Excellence

Gedney Drove End, Holbeach St Marks & Sutton Bridge Westmere Primary Schools

~ Executive Headteacher - Miss Karyn Wiles ~

Special Educational Needs Policy **September 2016**

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

General Objective

We at Gedney Drove End, Holbeach St Marks and Westmere Primary School are committed to meeting the special educational needs of pupils and ensuring that they make progress. It is the responsibility of all staff for providing all children with realistic learning goals in a broad, balanced and appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. We believe that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Lincolnshire Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.



- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs an Individual Education Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ Enhance self-esteem by setting appropriate targets and providing opportunities to celebrate achieving these.
- ❖ To use a variety of complementary approaches to support the class teacher and child - differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LEA.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Westmere Primary School will provide in line with the Code of Practice.

Areas of Need

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
- ❖ social, emotional and mental health difficulties
- ❖ sensory and/or physical
- ❖ medical

Identification and Assessment

"The law says that a child has special educational needs if he or she has:

- ❖ **a learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEN register
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their performance at the end of a key stage
- ❖ standardised screening or assessment tools.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

School Model of Assessment and Provision

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making good progress.

Good progress can be defined in a number of ways i.e.:-

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

If a child's progress is unsatisfactory the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies. This intervention will be closely monitored with specific entry and exit levels. Should this intervention be provided and the pupil still does not make good progress they will be moved to School Support.

School Support

The triggers for school support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

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

Following a meeting to review a child's IEP and in consultation with parents a decision may be taken to request help from external support services, both those provided by the LEA and by outside agencies.

The triggers for involvement with an external support service could be that, despite receiving an individualised programme and/or concentrated support under School Support, the child:

- ❖ continues to make little or no progress in specific areas over a long period
- ❖ continues to work substantially below the standard expected of children of a similar age
- ❖ continues to have difficulty in developing literacy and mathematical 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 specialist equipment or regular advice or visits by a specialist service
- ❖ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from outside agencies such as the Educational Psychologist, STAPS, Gosberton House Outreach Team and others as appropriate.

Statutory Assessment of Special Educational Needs

A child will be brought to the LEA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency eg health authority, social services.

Within our federation if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LEA for an assessment for an Education and Health Care Plan. When a child is brought to the attention of the LEA by a request for a statutory assessment, the LEA must decide whether to carry out such an assessment and draw up an EHC to meet their needs.

In considering whether a statutory assessment is necessary, the LEA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
- ❖ evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- ❖ evidence of action already taken by the child's school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child's progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and

instruction at a sustained level not unusually commensurate with provision through School Support.

When an Education, Health Care Plan (EHC) is drawn up teachers will monitor and informally review progress during the course of the year using both the usual curriculum and pastoral monitoring arrangements for all pupils as well as writing IEPs as appropriate.

All statements and EHCs must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

Individual Education Plan

An IEP should be used to plan the interventions for individual pupils made through:

- ❖ School Support and for pupils with statements of SEN/EHCs

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

An IEP should focus on up to three or four key individual targets and should include information about:

- ❖ the 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 and/or exit criteria
- ❖ outcomes (to be recorded when IEP is reviewed)

Monitoring and Reviewing IEPs

Ideally IEPs should be continually kept under review. However the success of all IEPs will be evaluated three times a year (Oct, Feb, May). Pupils and their families at School Support and those with a Statement or EHC will be invited into school once a year for an annual review meeting, but will be encouraged to meet with their class teacher and/or SENCO at any point throughout the year if they would like to discuss any issues or concerns.

Graduated Response

Interventions as described at School Action and School Action Plus will encompass an array of strategies and embody the following principles:

- ❖ provision for a child with special educational needs should match the nature of their needs
- ❖ there should be regular recording of a child's special educational needs, the action taken and the outcomes.

Record Keeping and Assessment

It is important that records for all children are accurate, yet as positive as possible. This is particularly important for children with special needs.

Class SEND Folder

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within her class. It contains Individual Educational Plans and any other relevant up to date information on individual children. This is a confidential folder. An up to date SEND portrait should be kept at the front of each folder to provide a snapshot of information for each child. If the teacher is away, this information should be offered to the supply teacher. During the year children's needs change. They may cease to need support, and so an appropriate comment can be added.

Other Records

Some teachers may keep anecdotal records, which are part of their continuous assessment. Most of these records are part of continuous assessment. It is also important that results of formal testing, such as SATs and in-house assessments and by outside agencies are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him or her make progress. They should be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the School's Psychological Service .

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical

information is passed on to the teacher every term and kept in the class SEN file. However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

Planning the Curriculum

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- ❖ setting suitable learning challenges
- ❖ responding to pupils' diverse needs
- ❖ overcoming potential barriers to learning and assessment for individuals and groups of pupils

This means - differentiation of work by :-

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
2. Breaking difficult tasks down into more manageable parts, across the curriculum.
3. More attention to the child's point of entry.
4. More variety between practical and written tasks.
5. Making use of computers.
6. Building on a child's strengths and interests, rather than dwelling on his or her weaknesses.
7. Modifying of worksheets and activities when necessary.
8. Being aware of the differing concentration levels of children within the class.

9. Praising and enhancing self-esteem.
10. The setting of achievable targets.
11. Effective use of additional staff, parents and other children.

Classroom Organisation

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
3. Parents, grandparents and other adults can provide invaluable help in the classroom with children with learning difficulties, helping to develop oracy, working with the computer, and developing individual skills. All parents of children are welcomed in school. Some of our parents have had unpleasant experiences of school themselves, and may need extra encouragement to come in.
4. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical classroom organisation depending on size and make up of the class.

Code of Conduct

Whole school expectation by all who work in our school is that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Children have a right to learn and staff have a right to teach.

Class Rules

All teachers have classroom rules which have been negotiated with the class. These should be few in number and on display in the classroom. Staff remind the whole class of their commitment to these regularly and involve them in decisions about class life.

Managing Challenging Behaviour

It is very important that staff should enlist the help of the Head of School and Executive Head Teacher before a child's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child. If the challenging/inappropriate behaviour persists then we will seek additional help and advice from the support services.

Exclusion from school

Occasionally, a child finds the following of our school rules very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The child may be excluded from school for a set number of days. The school follows Lincolnshire Education guidelines here. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers.

Roles and Responsibilities

According to the SEN Code of Practice our responsibilities as a school are that:

- teachers, SENCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.
- schools should accept and value the contribution of parents and encourage their participation. Every effort should be made to identify how parents prefer to work with schools, with the recognition that some families will require both practical help and emotional support if they are to play a key role in the education of their children.

- all maintained schools must publish their SEN policy.
- schools should have a clear and flexible strategy for working with and encouraging parents to play an active role in the education of their children.
- All staff have an important role in developing positive and constructive relationships with parents.
- The SEN nominated Governor, meets regularly with the SENCO to discuss SEN issues.
- The senior leadership team and SENCO will work closely with and support class teachers in the early recognition, assessment and testing of children.

Together we aim to help children to cope with broad-based curriculum and to make good to outstanding progress through the National Curriculum by:

- ensuring regular, rigorous testing, assessing and reviewing of the needs of the individual child.
- That achievable and manageable targets are set in a 'small steps' approach
- That we will work in partnership with the child, parent, staff and any relevant outside agency
- We strive to develop independence and will provide pupils with access to appropriate resources and will foster a culture of independent learning throughout the school.
- To ensure that pupils are given support in the classroom with tasks where appropriate
- Ensuring that pupils with a SEND have opportunities to providing additional encouragement and praise to promote self-esteem, motivation and concentration
- monitoring children
- by using a system of awards (praise, stickers, certificates, special mentions, etc)
- offering counselling when needed.

The role of the SENCO

- ❖ 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

- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Special Needs Governor
- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Admission Arrangements

Following LEA and our agreed admission and equal opportunities policies, a child will be offered a place at Gedney Drove End, Holbeach St Marks or Westmere Primary School if it is available regardless of any special educational need. If a child has been identified as having a special educational need we aim to work closely with preschools, previous schools and families to ensure a smooth transition.

Support Sources

We do not have any special unit attached to our school, but have access to and benefit from a wide range of support services with whom we aim to work in partnership.

- ❖ Educational Psychology Service
- ❖ STAPS
- ❖ Social Services
- ❖ School medical service
- ❖ Pathways
- ❖ Speech therapists
- ❖ Gosberton House
- ❖ CAMHS

Governor/Staff Training

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance

Management system will assist in highlighting training needs as will the CPD Coordinator.

Partnership with Parents or Carers

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the children's strengths as well as areas of additional need
- ❖ recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

"A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs."

(Education Act 1996 Section 332A)

SENCO/Head, class teachers talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- ❖ communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- ❖ fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

We value the contribution of parents and encourage their participation. Every effort should be made to identify how parents prefer to work with schools, with the recognition that some families will require both practical help and emotional support if they are to play a key role in the education of their children. We strive to have a clear and flexible strategy for working with and encouraging parents to play an active role in the education of their children.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded.

Complaints Procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LEA.