



Rivington Foundation Primary School

Special Educational Needs Policy

Mission Statement

**Creating visions of the future
through today's strong foundations.**

We aim to create a secure, stimulating and caring environment where children can develop and thrive. A place where a feeling of self-worth is fostered and individuals can feel happy, valued and confident.

Definition of SEN

- A pupil is considered to have special educational needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional. Some pupils may have complex needs which cover a range of difficulties.

Aims of the policy

- To promote early identification of pupils with SEN
- To give all pupils the greatest possible access to the curriculum
- To provide a broad, balanced and differentiated curriculum which will enable all children to achieve and make progress.
- To provide supportive environments within classrooms ensuring that pupils with SEN are integrated and included as much as possible.
- To create a warm and supportive environment in which self confidence and self esteem can grow.
- To use a variety of assessment procedures to ensure progress, no matter how small, can be recognised.
- To work in partnership with parents ; keeping them informed at all stages
- To develop and maintain effective relationships with support services and external agencies.
- To develop and maintain close links with SENDCO's (special Educational Needs and Disabilities Co-ordinator) from feeder nursery and secondary schools to ensure smooth transition.

- To ensure that all records relating to SEN are accurate, up to date and secure.
- To raise awareness and skill of staff through relevant INSET(In service training)
- To meet the requirements of the Code of Practice

Roles and Responsibilities

SEN Governor: Mrs Johanna Lucas. She has regular contact with the SENDCO keeping up to date with and monitoring the school's current SEN provision.

SENDCO: Mrs L J Carter-Clavell who is responsible for:

- Day to day operation of SEN policy
- Ensuring that all the needs of SEN pupils are met.
- Supporting class teachers, if necessary, in planning individual programmes of work by providing an individual educational plan (IEP)
- Liaising with teaching staff and advising on use of resources.
- Monitoring and recording progress made by pupils towards set targets.
- Provide, source INSET and staff training when necessary
- Developing effective liaison with external agencies
- Maintaining the SEN register and overseeing the records on all pupils
- Liaising with SEN Governor
- Reporting to Governors on SEN issues
- Liaising with parents of SEN pupils when necessary. Offering guidance and support.
- Organising and attending annual reviews and TAC (Team Around the Child) meetings

Whilst the SENDCO is responsible for the overview of provision, it is the class teacher's responsibility to :

- To assist in identification of SEN needs and liaise with SENDCO
- To know which pupils in her class are on the SEN register
- To write IEP's for children on the SEN register in their class ensuring that they are updated at least 3 times per year and that parents are kept informed.
- To ensure that support staff are fully informed of current targets and are supporting pupils with SEN as directed
- To provide learning experiences and differentiated lessons for each pupil with SEN.

It is the Head teacher's role to oversee that all of this provision is met.

Admission Arrangements

The Governing Body operates a system of equal preferences under which they consider all preferences equally and the Local Authority notifies the parents of the result. In the event that there are more applicants than places, after admitting children with a statement of SEN naming the school, the governing body will allocate places as set down in the admissions policy which can be viewed on the website.

Access to the National Curriculum

The SEN provision at Rivington Foundation Primary is based upon the Inclusion statement in the National Curriculum 2000 document:

- Setting suitable learning targets
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning.

All class teachers, SENDCO and support staff carry out an on-going process of assessment, monitoring, planning, review that recognises the child's strengths as well as areas for improvement. The Lancashire Tracking Tool is used to identify children who are not making the required / expected level of progress. Strategies which are used to enable access for all pupils to the National Curriculum are:

- Differentiation of the task to meet ability
- Grouping children according to ability for literacy and numeracy to ensure tasks are suitably matched for ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in class.
- Use of TA's to provide additional support
- Small withdrawal groups and 1:1 sessions by teachers and trained support staff.
- Accessibility to resources to support learning and to support pupils with sensory or physical difficulties.
- Alternative means of assessing the curriculum (PIVATS)
- Peer group support through mixed ability groups in non core subjects.
- Use of positive behaviour strategies within the classroom and as part of the whole behaviour policy.
- Access to extra-curricular clubs
- In service training for all staff on the needs of SEN children.

Allocation of Resources

The school receives money through the school's budget to help support children who have full statements of SEN. The amount of money allocated to each child with a statement varies according to the severity of the need and the requirements of the statement. At Rivington Foundation Primary we spend all the allocated money on the individual child's needs, indeed the school frequently spends more money than it receives on providing support for children with SEN.

Expenditure for SEN pupils with a statement of SEN can be on resources, external specialists, staff training or equipment but the vast majority of expenditure is used on the salary for a teaching assistant to work with the child during the day.

Many children on the school's SEN register will not have statements of SEN but will still receive support from school for example by attending "catch up" groups, small group support from a TA, differentiated curriculum, individual education programmes, input from external specialists.

The SEN Governor is kept informed of how the SEN budget is spent.

Identification and Assessment of children with SEN

A child has special educational needs if he or she has a learning difficulty, which calls for special provision to be made for him or her.

A child has a learning difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the local education authority.
- Is under 5 and falls within the definition of the above 2 points or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which he or she will be taught.

Special Education Provision means:

- For a child over 2, education provision which is additional to, or otherwise different from, the education provision made generally for children of the child's age in maintained schools, other than special schools in the area.
- For a child under 2, educational provision of any kind.
- (from the DCSF Code of Practice)

It is important that a child with SEN is identified as early as possible. The Reception class teacher liaises with the pre-school groups and is informed of any children who are causing concern. Once in the Reception class assessment is continuous. Any child falling well below the expected level or not making expected progress will be discussed with the SENDCO and any external agencies deemed necessary. Parents will be kept informed at all stages of this process.

Provision

S.E.N Support

If a child has been identified as needing SEN this will be discussed with parents, class teacher, SENDCO and any support staff involved with the child. The following action may be taken:

- Make assessments in order to identify difficulties, including where necessary information from any relevant sources eg. Social Services
- To provide increased help within the normal curriculum framework. This may include extra work or support either by the teacher or any other adult working within school.
- Write an IEP which sets out the targets the child is working towards and the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age appropriate language and the IEP is shared with parents.
- Place the child on the SEN register.
- Monitor and review child's progress with parents, class teacher and SENDCO.

At a review, which will take place at least twice a year, the child may:

- Continue at the present stage
- No longer need special help
- Move to involvement with outside agencies

Outside Agencies

If a child continues to cause concern; not making adequate progress, the school will call upon external agencies to assist the child in order to make progress. The SENDCO works closely with the class teacher, sharing responsibility for the child with external specialist services eg. speech therapist, physiotherapist, counsellor, educational psychologist, doctors, CAMHS (Child and Adolescent Mental Health Service). Parents will be kept informed of the course of action taken.

Educational Health Care Plan (EHC Plan)

An EHC Plan of SEN is applied for if the intervention strategies put in place at School Action and School Action Plus have still not resulted in the child making adequate progression. An EHC Plan is a legally binding document which sets out the provision the child must receive to meet his / her special needs. The LEA(Local Education Authority) provides the school with funds to cover the cost of this provision. If it is necessary the school may apply for additional funds to enable adequate provision to be made usually if the child is in Band E or above.

Annual Review

An EHC plan will be reviewed at least annually (within 6 months of the issue). The annual review should aim to:

- Assess the child's progress towards meeting the objectives specified in the EHC Plan and to collate and record information, which the school and other professionals supply to be used in planning their support for the child.
- Assess the child's progress towards meeting the targets agreed following the writing of the statement, in the first review, and the targets set at previous reviews.
- To review the special provision made for the child.

- Consider if the EHC Plan is appropriate in light of the child's performance during the previous year and any additional special educational needs which may have become apparent in that time.

Integration within the School as a Whole

At Rivington Foundation Primary School all children with SEN are integrated into the school as a whole. There are no children who attend special centres on a part time basis. Children who have SEN, no matter how complex, have much to offer and to gain by mixing with their peers. If a child has a specific difficulty that may cause him/ her to harm himself/ herself or to endanger others, then provision is made to provide 1 to 1 support for less structured parts of the day for example break or lunch times.

Arrangements for Considering Complaints about SEN provision

Parents are encouraged to communicate with staff whenever they have concerns about their children. If the concern cannot be resolved, the class teacher will inform the SENDCO and the headteacher. The parent will be invited to meet with the headteacher who will endeavour to sort out the problem to the mutual satisfaction of the person making the complaint and the school. However, if the complainant is still not satisfied the matter may be taken formally to the school governors using the normal complaints procedures.

Parents are informed of how to contact the Lancashire Parent Partnership who will act as a "friend" to the parents; explaining matters, procedures and also attend meetings with them.

Monitoring the Success of the SEN Policy

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

- On going teacher and TA observations of the child in the daily classroom setting.
- Differentiated short term planning to meet the child's needs
- Records and evidence of the child's work showing progress towards targets
- Evidence of progress towards IEP targets
- More age appropriate scores in standardised tests
- Records and evidence of the child's progress towards improving behaviour.
- Discussion with the child at an appropriate level about their progress.
- Discussion with outside agencies about the child's progress.

Evaluating the Success of the Policy

The success of the Policy will result in the needs of all children with SEN being met by:

- Having the systems in place to identify children with SEN as early as possible
- Making good use of practice in planning for, teaching and assessing children with SEN
- Regular reviews of the child's progress towards targets

- Providing additional intervention if progress is not adequate
- Receiving adequate funding from the LA for children with an EHC Plan
- Considering the wishes of the child at an appropriate level
- Having positive and effective partnerships with parents
- Encouraging a multi-disciplinary approach whenever possible.

Other Policies to Consider

Inclusion

Behaviour

Gifted and Talented

Disability Equality Scheme

Reviewed October 2014

L.J.Carter-Clavell

Headteacher

Nominated Governor

J Lucas