



Acre Heads Primary School

Special Educational Needs Policy

Signed Staff:

Date:
Signed Governor:

Date:

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SEN Policy

Introduction

Everyone at Acre Heads Primary School is committed to providing the conditions and opportunities to enable any child with special educational needs OR disabilities to reach their full potential in all aspects of school life. We recognise that many pupils will have special needs at some time during their school life and endeavour to recognise this at the earliest possible stage. In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, carers, teachers, support staff, pupils and outside agencies working together.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

has a significantly greater difficulty in learning than the majority of others of the same age

or

has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Policy objectives

In order to meet the special educational needs of our children at Acre Heads Primary School we must

- Identify those children who have SEN as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEN.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies who provide specialist support and teaching for children with SEN.
- Inform and involve the parents of children with SEN so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.

Co-ordinating provision

The SEN team at Acre Heads Primary School

The SEN Governor, Michaela Lines, is the Governor with responsibility for SEN at Acre Heads. She has regular contact with the Inclusion Manager and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision.

The Special Educational Needs Co-ordinator (SENCO)/Inclusion Manager

The SENCO, Michelle Radge, is responsible for the arrangements for SEN provision throughout the school. (She receives a Teaching & Learning Responsibility allowance for this.) The SENCO is also the school Inclusion Manager. The SENCO role for Michelle Radge includes:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant staff in school where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- putting together staff training for SEN related professional development

The SEN Support Staff

All TAs work with all children, including those with SEN.

These TAs work with individual children and with small groups on very specific intervention programmes. They meet with the SENCO, along with the class teacher, to assess, plan and review the learning programmes they are delivering. They support SEN children by teaching various basic skills to small withdrawal groups and individuals.

Children with statements of SEN or Education Health & Care Plans (EHCP's) are sometimes supported on an individual basis as appropriate by TAs employed by the school from the funding delegated by the LA for this purpose.

The school also employs a wellbeing/pastoral TA who monitors attendance and works on a daily basis in school with individuals and small groups to support their emotional and behavioural needs. The head teacher meets regularly with the wellbeing/pastoral TA to supervise her work.

Admission arrangements

Local Offer information about SEN provision within the school and the SEN provision within the ERYC can be accessed by anyone on the school website before deciding if Acre Heads is the right school for your child.

In line with current LA policy a place at Acre Heads Primary School is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school.
- c) other pupils will not be disadvantaged.
- d) resources will be used efficiently.

Acre Heads has a duty under the Children and Families Act 2014 not to discriminate against a disabled child:

- In the arrangements that they make for determining admission of pupils to the school. This includes any criteria for deciding who will be admitted to the school when it is over-subscribed, and it includes the operation of those criteria.
- In the terms on which the responsible body offers pupils admission to the school.
- By refusing or deliberately omitting to accept an application for admission to the school from someone who is disabled.

Advice will be taken when considering an application from any child with severe physical needs in order to ensure that their provision would not constitute a health and safety risk for other children and adults.

Access

Access to the school environment - Acre Heads Primary School is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. There is a disabled toilet and bathroom facility.

Access to the National Curriculum - The SEN provision at Acre Heads Primary School is based upon the Inclusion statement in the National Curriculum 2014 document by

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- Differentiation of the curriculum to match tasks to ability.
- Grouping of children, when appropriate, according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal groups and 1:1 teaching by various members of staff.
- Accessibility to resources to support pupils with sensory or physical difficulties
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of PSHE (Personal, Social and Health) programmes throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.
- Access to the school's wellbeing/pastoral TA for both children and parents
- In-Service training for all staff on the needs of children with SEN
- Please make reference to the Accessibility Audit Plan for more details.

Resource allocation

All schools in the East Riding receive funding for pupils with SEN in these main ways:

1. The base budget covers teaching and curriculum expenses for *all* pupils.
2. The delegated SEN budget (based on the LA formula, and generated in part by numbers on the SEN Register) covers the additional support required
3. Specific funds allocated to pupils with statements/EHCPs
4. High Needs Targeted Support (dependent on Statements/EHCP's numbers as a % of school).

5. National 4.33% of budget – SEN
6. High Needs Top Up for ERYC pupils (funding over £6000)

The Governing Body, Headteacher and SENCO ensure that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Acre Heads Primary School follows LA guidance to ensure that all pupils' needs are appropriately met.

Identification and assessment

At Acre Heads Primary School we identify children with SEN as early as possible, through regular contact with our feeder Early Years settings and by assessment at the start of the Foundation Stage.

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. A range of assessments are used:

- Base line assessments at the beginning of Foundation Stage
- The Foundation Stage Profiles
- P scales
- Termly assessments of progress
- Annual Teacher Assessments for both core and foundation subjects
- The end of Key Stage 1 SATs tests
- Ongoing profiles of progress towards objectives in all curriculum areas
- Termly assessments of progress
- Review of Pupil Progress targets.

The “triggers” for further intervention

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs.

The “triggers” for further intervention are one or more of the following:

- Baseline assessments indicating poor early Learning skills at the start and end of Foundation Stage.
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual standardised tests showing one or more of the following:
 - The child is working at a level below the national expectation for that Year group.
 - The attainment gap between the child and his peers is getting wider.
 - A previous rate of progress is not being maintained.
 - Little progress is being made even when teaching approaches and resources have targeted a child's identified area of weakness.
- The class teacher's annual assessment profiles showing underachievement in one or more curriculum areas
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school's behaviour management programmes.
- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- Looked After children, in liaison with Children's Services.
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concerns e.g. from medical services, Educational Psychologist, Children Services.

Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine (Wave 1 provision, see appendix 1). If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems. When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues. Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem. A Snuggers Nurture Group referral may also be made.

The teacher will inform the SENCO of the concerns.

Where a concern is raised about a child and the school wish to monitor him/her more closely, a 'School Concern' form will be completed. Parents will be fully informed at this point. This will be reviewed termly and a decision will be made as to whether the child remains at 'School Concern' for another term if progress is being made through the (Wave 2-Catch up) interventions, is removed from the category altogether or referred to an outside specialist (e.g. Educational Psychologist, Dyslexia Action, Speech and Language Therapist, etc)

If a child has been seen by an outside professional and they are deemed to have a definite learning difficulty then the child will be placed in the category SEN Support (As required to do so in the SEN Code of Practice 2014). This SEN Support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. A 'Pupil Progress Passport' is written by the class teacher, the SENCO and the class TA for the child. This sets out the targets (usually up to 4/5 in all) that the child is working towards, and describes 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 Pupil Progress Passport is sent out to the parents. Progress towards the targets is reviewed and adapted for each individual child as needed, but officially reviewed every term.

At the Pupil Progress reviews, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) To reduce the amount of help.
- b) To continue with the existing level of help with new targets being set.
- c) Re-refer to an outside professional for further advice (Educational Psychologist, Speech and Language Therapist, Integrated Sensory Support Service, School Nurse, etc)

Parents play a particularly important role. Their permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO.

Education, Health and Care Plan (EHC Plan)

If the child continues not to make progress, the school, through the Headteacher and SENCO, requests the Local Authority to make an EHCP assessment. In considering whether an EHCP needs assessment is necessary, the local authority should consider whether there is evidence that despite the early years provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or

young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of school based evidence.

A statement of SEN

A statement of SEN is a legally binding document which sets out the provision the child must receive to meet his/her SEN. The LA allocated funding and School budget covers the costs of this provision. This is used for TA support and/or specialist teaching and equipment. IEPs are used to set targets each term as before. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have a statement when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school.

Statements will cease to exist during the academic year 2017-2018 and will be replaced by EHC Plans.

Liaison within the school

The SENCO shares information about pupils with SEN with

- Class teachers and TAs
- The Senior Management Team
- The curriculum team co-ordinators
- Assessment co-ordinator
- The co-ordinator for medical needs
- The member(s) of staff responsible for child protection issues
- The school's wellbeing/pastoral TA

INSET arrangements

Within school there is an ongoing programme of INSET training for all members of staff. Staff also attend courses run by the LA and Medical Services and Disabilities.

The SENCO regularly attends courses on SEN issues run by the LA. She also attends school INSET sessions about other areas of the curriculum so that she is aware of current practices in these areas and any future developments which may affect children with SEN.

The TAs employed by the school also attend courses run by the LA, school INSET sessions specifically for their needs, and whole staff INSET, when appropriate.

The SENCO leads INSET sessions for the school staff on specific SEN issues.

Partnership with parents

Parents of children with SEN are kept fully informed of the provision that is being made for their children. Parents receive a copy of the child's Pupil Progress Passport each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child. Please see the SEN and Disabilities Information Report to parents document for further advice and guidance.

Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be

given more support they should raise their concerns with the SENCO. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the Headteacher and as a last resort with the governors.

Parents may ask the LA to conduct an EHCP assessment of their child at any time and the LA must comply with the request. The LA have 20 weeks from the start of the process to reaching a decision. If parents/carers do not agree with the outcome of the EHCP assessment then they have the right to appeal.

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:

- Ongoing teacher and TA observations of the child in the daily classroom setting.
- Differentiated short-term planning by the class teacher to meet the child's needs.
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Evidence of progress towards targets at the Pupil Progress reviews.
- More age-appropriate scores on standardised testing.
- Records and evidence of the child's progress towards improving behaviour.
- Discussion at an appropriate level with the child about their progress.
- Discussion with parents about the child's progress.
- Discussion with outside agencies about the child's progress.

Evaluating the success of the SEN 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 use of good practice in planning for, teaching and assessing children with SEN.
- Regularly reviewing of the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Receiving appropriate funding from the LA to support the child's needs at statement/EHCP levels.
- Considering the wishes of the child at an appropriate level.
- Having a positive and effective partnership with parents.

Safeguarding

Children with SEN should be considered as vulnerable pupils. Staff will be vigilant in listening to and observing these pupils and be prepared to act rigidly within the Child Protection procedures if necessary.

Links with other agencies, organisations and support services

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
- Dyslexia Action
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Physical disabilities services
- School Nurse

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

- Local Playgroups
- Hull and East Riding LA's
- Education Welfare Officer
- Children Services
- Anlaby Sure Start Children's Centre
- Friends of the School
- St Anne's Special School
- Ganton Special School
- KIDS independent advisory service
- The Language Unit, Welbeck Street, Hull.
- SAPTS Sensory and Physical Teaching Service