



## Staplegrave C of E Primary School SEN Policy

### Objectives

At Staplegrave Church of England Primary School we intend to provide a whole school approach to children with special needs (see appendix 1 for definition) in which the teaching and learning achievements, attitudes and well-being of every child matters. In our school all of the teachers are teachers of children with SEN. They aim to give all children access to a broad, balanced and relevant education which takes into account the varied life experiences of each child. Effective learning and emotional/behavioural support is given where and when pupils need it. This extra support is given in such a way as to minimise the disruption to the child and to the class. Parents and carers are very important teachers to their children and at Staplegrave Church of England we involve them in decisions made about their child.

### Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

### Allocation of resources

The LEA provides the school with £7642 in its school budget towards meeting pupils' SEN. The school spends this money on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so they can meet pupils' needs more effectively
- Special books and equipment
- Providing the SENCO for the school

In addition the school plans and provides for pupils with SEN from their main budget and receives funding for specific funding through the County SEN audit. The school action plus funding from September 07-March 08 is £13,075.

### The role of the special educational needs coordinator (SENCO)

The named SENCO at Staplegrave C of E Primary School is Kirsti Nelson. The special educational needs coordinator is responsible for coordinating provision. In collaboration with the governing body, the SENCO plays a key role in determining the strategic development of the SEN policy and provision in our school in order to raise the achievement of children with special educational needs. The governor with responsibility for SEN is Mrs Iona Young.

The key responsibilities include

- Overseeing the day-to-day operation of the school's SEN policy
- Overseeing the records of all the children with SEN
- Co-ordinating provision for children with SEN

- Liaising with and advising colleagues on matters of SEN
- Completing annual reviews for children with statements and school action funding
- Completing applications for SEND+ funding
- Chairing and minuting consultation meetings
- Attending and school entry meetings and ensuring action points are followed.
- Liaising with secondary schools when a SEN child is transferring.
- Overseeing IEPs and basic entitlement forms with teachers.
- Contributing to the in-service training of staff
- Liaising with parents of children with special needs.
- Liaising with external agencies including the LA support and educational psychology services, health and social services and voluntary bodies.

### **Identification of children with SEN**

The school's identification of children with SEN is based on the SEN code of practice that identifies all children as children with special needs but at different levels. Children who transfer to our school are assessed against the code of practice if appropriate. Any records from previous school are referred to, to ensure a smooth transition.

### **Basic Entitlement(step 1)**

If a teacher has been concerned about the child's progress or a child is identified from whole school assessment tracking, the child is put on the school Basic Entitlement provision.(see appendix 2) This is reviewed termly to see the impact of the intervention. The SENCO reviews this with the teacher where appropriate.

Adequate progress is demonstrated when

- There is the reduction in the attainment gap between SEN child and his peers
- The child's previous rate of progress is maintained or improved
- There is evidence of improved behaviour
- A higher level of independence is achieved

### **Early Years Action and School Action (step 2)**

When the basic entitlement review takes place and it is felt that adequate progress has not been made, the child's moves to School Action(SA). The teacher completes an individual education plan(IEP-appendix 3) for that child identifying a programme of specific support. These IEPs are reviewed and a review form is completed after each term by the teacher. The SENCO keeps a copy of all current IEPs and oversees these regularly. On occasions, a child will move straight to School Action if their needs are appropriate.

The triggers for School action plus will be, despite receiving individualised support and a School action, the child

- 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 difficulties in developing literacy and mathematics 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 ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### Early Years Action Plus and School Action Plus (step 3)

Children who have had intervention at EYA or SA level and who are still not making adequate progress, move to School action plus (SA+) when additional funding from County can be applied for through the County SEN audit. A funding bid is constructed, outlining needs, provision and review for that child. It is based on an annual review of that child. Relevant professionals, parents, the SENCO and the class teacher attend it. The child's views are also taken into account at this review. The child will still have an IEP that is reviewed and updated termly.

### Children with statements

Some children will have a statement of Special Educational Needs. The County issues this statement, when pupils have met certain criteria. These are: -

- Pupils should be at school action plus.
- In need of a specialist placement
- On the Somerset Services co-ordination list.

Generally in Somerset, Statements of SEN carry no extra resources but do define how pupils' needs should be met in schools. It is the responsibility of the school to ensure these needs are met. The Headteacher is responsible that an annual review for the statement takes place and is sent to County within 10 days. Children who have a statement of SEN can receive SEND+ funding.

### Consultation meetings

Twice a year the school has a consultation meeting with advisors from the County to discuss children who are causing any concern. These concerns are shared with the SENCO on a "SEN review" form that the teachers complete twice a year. The SENCO attends this meeting and keeps minutes of what is discussed. This is fed back to the teachers and parents of the child concerned. All children who are SEND+ funded or Looked After Children (LAC) are automatically put on the agenda.

### Records for children with SEN

All class teachers have a black SEN file which contains information on all children identified as being on any of the steps highlighted above. This includes basic entitlement forms with their termly reviews, IEPs and their termly reviews and any other current information held on these children. In addition, the SENCO keeps a file of all children who are concerns to the class teachers and a black individual file for any child who is at SA+ level. All children at SA or SA+ all recorded on the school information management system (SIMS)

### **Arrangements for partnership with parents/carers**

The school will always tell parents/carers when their child is receiving help for their SEN from SA level upwards. They will be notified if their child is to be discussed at the consultation meeting. The SENCO is available on parents evenings and informally on a day-to-day basis if a parent has any concerns.

Partnership with parents or carers, plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

### **Pupil participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transition processes.

### **Complaints procedures**

The school's complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

### **Gifted and talented**

The school keeps a record on the School Information Management System (SIMS) of those children who are perceived as consistently achieving in the top 5% of their classes in any subject.

These children are targeted with differentiated tasks to ensure their needs are met. Some children will have an Individual Education Plan (IEP) for their provision although, on the whole, they are catered for in their own classes. A separate gifted and talented policy is being developed.





## Appendix 1

### **Code of Practice Definition of Special Educational Needs**

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. (*Code of Practice D.F.E. 1993*)

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind”

See Section 312, Education Act 1996

### Definition of Disability

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”

See Section 17(11), Pupils Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

