



Holyhead Primary School

Special Educational Needs Policy

Rationale

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at Holyhead Primary School. Special educational provision means: for children of two or over, educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area.

This document provides a framework for the identification and provision for children with special educational needs. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and confidently committed to the agreed strategies.

Legal Duties

LEA guidelines and the DfES SEN Code of Practice have been taken into consideration in the formulation of this policy.

Aims

At Holyhead we strive to:

1. Provide a broad, balanced and suitably differentiated curriculum relevant to children's individual needs to ensure their needs are met
2. Show an understanding that supporting difficulties in learning and / or behaviour as part of a high quality mainstream school

3. Be aware that any pupil at some time in their education may have special educational needs
4. Promote self-worth and enthusiasm by encouraging independent learning at all age levels
5. Be aware that every child is entitled to a sense of achievement
6. Identify pupils as soon as possible who will need extra resources and / or teaching help within their school career
7. Work in partnership with the child's parents and other external professional agencies to provide for the child's individual needs

Objectives

1. To ensure that all staff are aware of the principles of the Code of Practice and the recommendations for good practice contained in the Code and Equality Act
2. To give guidance to all staff concerning special needs identification, criteria, planning, consultation and record keeping.
3. To ensure that parents are informed and consulted at every stage of S.E.N. referral
4. To identify through formal and informal means, those children requiring additional support.
5. To set realistic targets, based on the teachers assessment and to monitor the progress made by children with disabilities and special educational needs.
6. To keep accurate records of children with disabilities and special educational needs.
7. To make good use of Inclusion Support and any other agencies which provide additional support for children with special educational needs.
8. To provide every opportunity for pupils with disabilities and special educational needs to be included in normal school activities and have the fullest possible access to the National Curriculum,
9. To ensure that children are given a variety of learning tools to encourage their individual learning styles, so enabling them to reach their full potential.

Procedures

Identification

Children are referred to the SENCo by the class teacher, pre-school advisor or the children's previous school. The class teacher will express concern to the parents and gain consent for specific targets to be made and/or outside agencies to be contacted. The class teacher should then fill out a record of concern form. Once a referral has been made, the SENCo will collate information on the child's special educational need, with reference to the following descriptors:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction
- Sensory and physical development

On the basis of this profile, the SENCo may choose to identify the appropriate SEN level for the child and discuss with the class teacher and parents how best to help the child.

"Additional to and different from" support

The identified children are placed on the SEN register at School Action, School Action Plus or noted as having a Statement of Special Educational Needs. The SENCo, class teacher and learning support assistant/practitioner identify attainment targets according to the needs of the child and decide how the child can be best supported to help him/her achieve those targets. The support provided is recorded on a class provision map or individual provision map if necessary.

- Records are kept of the work undertaken by the child, and of the progress made towards achieving his/her targets

- Reviews are regularly undertaken by the SENCo, class teacher, learning support assistant/practitioner, parents and children
- Additional Annual Reviews, with parents in attendance, are held for children with a Statement of Special Educational Needs

Parents are kept informed of all the discussions and decisions concerning their child. They are invited to attend regular meetings with the class teacher and SENCo and can make additional appointments at any time.

Levels of intervention - summary of descriptions

The school adapts a gradual response to children who have special educational needs, recognising that there is a continuum of special educational need

Targeted support/ School action

The pupil will require support that is additional to or different from the differentiated curriculum provided for all pupils. The support will be catered for within the resources of the mainstream school, enabling curriculum access and independent learning

Targeted support 2/ School action plus

The pupil has significant levels of SEN, which requires additional support to be targeted specifically at the pupil's needs. The school will engage with Inclusion Support on behalf of the pupil, building on arrangements for target support

Statemented/ Education Health and Care Plan

The pupil will have long term needs arising from a major disability in one or more of the following four dimensions:

- Cognition and learning
- Behavioural, emotional and social development
- Communication and interaction

- Sensory and physical development

The pupil's SEN will be characterised by major factors outside the direct control of their home authority. There will be a need for prolonged inter-agency involvement e.g. Inclusion Support/ CAMHS and Educational Psychologists

Providing curriculum access and inclusion

- Teaching SEN pupils in mainstream classes and be aware that all teachers and learning support are teachers of children with special educational needs.
- Ensuring that all pupils with SEN join all the activities of the school so far as this is reasonably practical
- Ensuring that a differentiated curriculum is offered to pupils in accordance with the teaching and learning policy of the school

Where appropriate this may involve:

- Liaison with other schools, inclusion support outreach services and external agencies
- The provision of mechanical aids to support learning
- Adaptation of the material presented to a group within the class
- The provision of "additional to and different from" support directly linked to individual targets which break learning down into steps manageable by the particular child- see provision maps
- A personal behaviour plan aimed at modifying behaviour
- Periodic withdrawal either individually or as part of a group
- Reallocation of a child to a year group in which his / her chronological age does not match that of the rest of the group. Such a move would be made exceptionally, where a child's social or emotional development makes relationships with peers difficult. It would always follow consultation with parents

Strategies

Suitably differentiated work - in teacher delivery, support provided and expected pupil outcome - in order to facilitate full and equal access to the curriculum:

- Working in a variety of groups
- Providing opportunities for success providing the child with small achievable goals
- Pupils should be involved planning their own learning through self assessment and target setting

The effectiveness of the implementation of then policy is measured by :

- Movement down the stages of the register
- Improvements in reading / spelling ages
- Performance in SATs / opt. SATs
- Value added residual data

Admissions

Children who meet the admission criteria will be admitted to Holyhead Primary School provided the appropriate level of facilities is available to meet their individual needs. The special needs policy will be used in conjunction with other school policies.

Facilities for pupils with disabilities at Holyhead Primary School:

The school has two disabled parking bays, disabled toilet areas, a shower and changing area, access to the playground without needing to use stairs and highlighted edges to the outside steps. A well equipped SEAL/ Nurture room is available and used daily for interventions such as SEAL, Nurture and SULP.

Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.

The chair of the governing body is appointed to maintain a watching brief regarding the implementation of this policy and will undertake appropriate training in order to lead the Governing Body in fulfilling its role.

The Headteacher and SENCo are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- Promote an inclusive and collaborative ethos in their classroom
- Provide an environment and curriculum for all children to achieve regardless of the needs.
- Support the SENCo when completing linked paper work and provide evidence and suggestions to enable a child to achieve their full potential.
- Keep up-to-date with equalities legislation relevant to their work.

Complaints:

In the case of complaint regarding special needs provision, then procedure outlined in the school complaints policy will be followed

SEN INSET (in-service training and education)

- The SENCo will attend appropriate courses and conferences as they arise
- The SENCo will attend regular meetings for SENCos arranged by the LEA inclusion support service
- Other teachers and teaching assistants will attend SEN courses which interest and have a particular bearing on children they are supporting

- Regular staff meetings will focus on whole school priorities and provide opportunities to learn how to support our learners more effectively
- In-house training during INSET days for specific training needs - this may involve a visiting external specialist

External agencies

Liaison with external agencies occurs as and when it is required, using the appropriate referral channels to inclusion support.

Partnership with parents

- Ensuring that all parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and SENCo
- Informing parents when a child is placed on the Special Needs Register and offering an opportunity for discussion and exchange of information
- Regular consultations with all parents of children with SEN
- Valuing parents' wishes for their children
- Inviting parents input regarding their child's progress and areas for development
- To inform parents that the service Parent Partnership is available to support them and their child.

Partnership with pupils

The school encourages pupils to share concerns, discuss strategies and review progression, thus seeing themselves as equal partners with the school. The way in which the children are encouraged to participate in the decision-making process reflects their growing maturity.

Partnership with the Governing body

At all times the Governing Body will be kept informed of policies regarding Special Educational Needs. The Governing Body will adopt the Special Educational Needs and Inclusion Policy, which will be reviewed annually and amended where necessary.

The SENCO will meet regularly with Miss T. Millard, the Special Educational Needs Governor and chair of governors. The Governors will be available to receive any complaints that are tendered through the complaint's procedure.

The Governors will receive an annual report on the progress made by the children with special educational needs from the SENCO.

Liaison with other schools

- Making every effort to contact other nursery classes and playgroups for discussion of children with SEN before they enter the reception class
- Contacting the previous school of any child with SEN entering the school at a point other than Reception to determine how the child will be inducted to enable us to benefit from previous knowledge of that child
- Planning meetings involving the head teacher, SENCO and prospective class teacher to ensure that the school has all the relevant information regarding the needs of any child entering the school. In addition, we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the child's continuing development. This is particularly important at KS3.

At secondary transfer a meeting with the representative of the receiving school is usually arranged so that information concerning the educational needs of the child can be discussed

If a child has a Statement, a provisional recommendation is made in the year previous to transfer so that parents can consider options at the same time as other parents. The child's Statement is then amended by 15th February of the year of transfer in the light of the recommendations of the Annual Review, the parents' views and preferences and the

response to consultation by the LEA with the school concerned. All arrangements for a child's placement will be completed no later than the beginning of March before transfer

Where possible, the SENCo of the receiving school will attend the final review of the pupils with Statements for whom a particular school has been named

Monitoring and Evaluation

The SENCo will report to the Special Responsibility Governors each term, reviewing progress of the children with Special educational needs. Interventions will be monitored on a half termly basis and an evaluation will be completed on their effectiveness. Formal and informal observations will be carried out on the delivery of intervention and the appropriateness of provisions provided in class for children with special educational needs. Planning will be monitored and evaluated to show the effectiveness of class provision and the SENCo will be present in all pupil progress meeting to ensure all children with special educational needs make a good amount of progress.

Mechanisms for Review and Evaluation of the School's Special Needs Policy

- A review of the policy will take place regularly
- It is the responsibility of the governing body, and in particular the designated special needs governor, to ensure that it is carried out
- Where necessary name and details will be updated

Date: September 2016

Next Review: September 2017

Lead Responsibility: SENCo Ruth Billingham

Governing Body Responsibility: FGB and Special Responsibility Governors

Appendix A: SEN code of practice document