

# **Worcesters Primary School SEND Policy**

***March 2017***



Adopted By Governing Body

Signed By Chair ..... Date: 1<sup>st</sup> February 2017

Headteacher ..... Date: 1<sup>st</sup> February 2017

Review Date: March 2018 (Determined by Governing Body)

## CONTENTS

1. AIMS
2. DEFINITION OF SPECIAL NEEDS
3. STATEMENT OF PRINCIPLES FOR WORCESTERS SCHOOL
4. INCLUSION TEAM
5. ADMISSIONS
6. IDENTIFICATION, ASSESSMENT AND SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS
7. MONITORING, EVALUATION AND RECORDING
8. COMPLAINTS
9. PARTNERSHIP WITH PARENTS
10. INSERVICE TRAINING AND STAFF DEVELOPMENT

Please refer to:-

- Equalities information
- Positive Behaviour Policy
- Assessment Procedures

# WORCESTERS PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

### 1. AIMS

At Worcesters Primary School, we believe all children have a right to fulfil their individual potential, we endeavour to provide the facilities required to achieve this. It is our aim to identify children with special educational needs as early as possible, to provide appropriate support to maximise their future success.

### 2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

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.

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age;
- b) 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 area of the local educational authority;

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

Children with emotional, social and behavioural difficulties also need our consideration when defining special needs, particularly if these difficulties hinder learning or the learning of others. Our approaches to these difficulties are clearly stated in our Positive Behaviour Policy.

### **3. STATEMENT OF PRINCIPLES FOR WORCESTERS SCHOOL**

We value all children in our school equally.

- We have a whole school commitment to identify and meet the special educational needs of children at the earliest opportunity. In this we can draw on the resources of the whole school and individuals' expertise and provide appropriate support
- All children are entitled to be given maximum possible access to a broad and balanced curriculum including the National Curriculum
- Every child is entitled to have his or her particular needs recognised and addressed
- All children are entitled to experience success and teachers should be sensitive to particular talents/interests of children particularly those with special needs in order to develop self-esteem and self-worth
- Children with emotional and behavioural difficulties should be recognised as having a need and strategies/support provided in a positive manner
- The type of support provided for children with special needs will be decided on the rationale of what will be most beneficial for each individual child
- The school supports a policy of integrating children with special needs, where we are able to meet the needs of such children, together with those of the rest of the class
- We will work together with parents, the Local Authority and Outside Agencies
- SEND Information report can be found on the school's website

#### **4. The Inclusion Team; Miss Geoghegan (SENCO) and Mrs Smith (Assistant Head for Inclusion)**

At Worcesters, the staff with the overall day to day management and responsibility for Special Needs is the SENCO (Monday-Friday) and the Assistant Head for Inclusion (Monday-Wednesday). This role is supported by the Head teacher, SEND Governor and the whole staff. Parents are welcome to contact either Miss Geoghegan or Mrs Smith personally to discuss matters relating to special needs and their children.

Both the SENCO and Assistant Head Teacher (AHT) for Inclusion are non-class based teachers.

#### **The Role of the SENCO/ AHT for Inclusion**

They have responsibility for:

- Ensuring the day to day operation of the school's SEND policy
- Liaising with and advising class teachers, teaching assistants and the inclusion team
- Liaising with parents of children with special educational needs
- Liaising with the SEND Governor
- Co-ordinating provision for children with special educational needs
- Maintaining the school's SEND register and overseeing the records on all pupils with Special Educational Needs
- Contributing to the in-service training of staff
- Manage Education Health Care Plan and termly review meetings
- Liaising with Outside Agencies

#### **5. ADMISSIONS**

The school follows the Admissions Policy of the London Borough of Enfield, which sets out criteria for the admission of pupils to primary schools.

In general, children are admitted from the area nearest to the school with siblings having priority. This will, therefore, include children with special needs, unless decisions have been made that they should begin their education elsewhere.

#### **6. IDENTIFICATION, ASSESSMENT AND SUPPORTING PUPILS WITH SEND**

##### **(i) EYFS**

Regular observations are made throughout the Foundation Stage. This information may be used to identify a special educational need. A class teacher would then hold a discussion with the SENCO/AHT for Inclusion and arrange a meeting with the parents or carers.

##### **(ii) Key Stage 1 and 2**

Assessments in Numeracy and Literacy take place each term for years 1, 3, 4 and 5 and half termly for year 2 and 6. This information may highlight the need for SEND interventions to take place. The class teacher will liaise with the SENCO/AHT for Inclusion and the parents.

Pupils functioning below age related expectations will be placed on P levels.

### **(iii) Interventions**

The SENCO/AHT for Inclusion alongside the class teacher and parents will consider a range of additional resources that may be appropriate. This may involve the introduction of learning programmes, making reasonable adjustments in the classroom or small group support. Any additional support will be monitored closely.

A child may also receive an assessment from a variety of outside agencies supporting the individual child such as the School Nurse, Educational Psychologist, Occupational Therapist or support teachers from the Hearing or Visual Impairment Services. Such assessments will occur only after consultation with the parents.

### **(IV) Outside Agencies**

If concerns are raised that a pupil is making little progress, despite well founded support that is matched to the pupil's area of need, the school will consider involving outside agencies; this may include the Educational Psychologist, Speech and Language Therapist or Behaviour Support Service. Parents will always be contacted prior to a referral being made.

## **7. MONITORING, EVALUATION AND RECORDING**

### **School SEND Meetings**

Following a consultation with parents all pupils identified with SEND will be placed on the SEND register. A review meeting to include parents and relevant school staff will take place each term. During such a meeting progress will be reviewed, clear targets be set and a discussion will take place around the activities and support that will help the pupil achieve and make progress. The contributions made by staff, parents and pupil will be identified. The review minutes and updated Individual Education Plan (IEP) will be distributed to all relevant persons.

### **Individual Education Plans**

Regular observation and assessment of the progress of individual children provide information about the areas where a child is not progressing satisfactorily, even though the teaching style has been differentiated. This information along with the child's strengths and individual targets will be recorded in an Individual Education Plan. This will begin the 'access, plan, do review cycle' as stated in the SEND Code of Practice 2015.

### **Educational Health Care Plan (EHC Plan)**

If a child has complex needs the school or parents can request an Educational Health Care Plan (EHCP) of the child's needs. The Local Authority will apply set criteria for determining whether this can go ahead. This is a decision made by the Local Authority and not the school. During this process, parents, school and outside agencies are consulted. If the Local Authority is satisfied that the child's needs are complex a draft EHC plan may be drawn up.

## **8. PARTNERSHIP WITH PARENTS**

The relationship between parents of children with special educational needs and the school has a crucial bearing on the child's educational progress and the effectiveness of any school-based action.

We involve parents as soon as a concern has been raised. This is important if we are to work in partnership to provide the necessary support.

We also feel that it is important for parents to be able to voice their concerns about their children and they are welcome to come in and discuss these matters with class teachers, the Inclusion Team or the Phase Leader.

## **9. COMPLAINTS**

If parents have any worries, concerns or would like further information with regard to SEND they should in the first instance contact the Class Teacher. Having approached the class teacher parents may feel that an issue has not been resolved and may wish to consult with either the AHT for Inclusion or the Head of School.

As indicated in our policy we aim to make sure that children's needs have been identified and are being met, wherever possible, from within the resources of the school or by both the school and the LA. Despite our best intentions, there may be occasions when parents may feel that the school has not adequately met their child's needs, or has not recognised that their child has special educational needs. We would urge parents to take note of what is stated in this policy as to what special educational provision is normally available within the school and the ways that pupils will have access to that provision. If the school is unable to resolve the complaint, the school would provide details of the Schools Complaints Procedure.

## **10. INSET (INSERVICE TRAINING) AND STAFF DEVELOPMENT**

This school is committed to developing all the staff and offering opportunities for training in this important area.

This training takes the form of staff meetings, internal school training, LA courses and courses provided by specific agencies. It involves both teaching and support staff.

Staff can also access training from outside sources and through the Local Authority.

## **Appendix 1**

### **Interventions for Children with Additional Educational Needs**

#### **Identification:**

- Assessment
- Meeting with parents
- Classroom observation
- Assessment by Outside Agencies/ Info from previous school
- Progress review meeting

#### **Teaching Interventions**

- 15 Minutes a Day/ Part 1 and 2 (Early reading and spelling)
- Word Shark Spelling
- Number Sharks
- Target Writers
- Target Readers
- Target Mathematicians
- Learning mentor support
- Behaviour Support Programmes
- LASS (Language and Social Development in EYFS/Yr 1)
- ECAT (Every Child A Talker) Foundation Stage-Language Development
- Individual language programmes, devised by Speech and Language Therapist
- Specific Learning Difficulties – support by TA Specific – literacy/maths

#### **Tracking and Monitoring**

- Assessments carried out at the beginning and end of each intervention
- Reading assessments 3X
- SATS
- Writing Assessments termly (half termly for Yr 2 and 6)
- Maths Assessments termly (half termly for Yr 2 and 6)
- Parental Questionnaires
- Pupil Questionnaires
- Classroom assessments for phonics/spellings/key words
- Use of B-Squared for P Levels

#### **Record Keeping**

- Individual Education Plan
- Education Health Care Plan
- Review meeting minutes – copies for staff and parents
- Examples of work
- Assessment data
- Behaviour incidents and Parent meetings
- Attendance