



SPECIAL EDUCATIONAL NEEDS POLICY AND GUIDELINES

.... 'the purpose of education for all children is the same; the goals are the same. But the help individual children need in progressing towards them will be different.'

'whereas for some (children) the road they have to travel towards the goals smooth and easy, for others it is fraught with obstacles. For some the obstacles are so daunting that, even with the greatest possible help, they will not go very far.

Nevertheless less for them too, progress will be possible and their educational needs will be fulfilled as they gradually overcome one obstacle after another on the way.'

At Wynyard Church of England Primary School we believe that every child, whatever his or her ability, should have the opportunity to access every area of the curriculum to enable him / her to achieve personal potential academically, socially and emotionally and fully participate in school life.

Definition of Special Educational Needs

At the heart of every primary school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments, or attainments in specific areas fall significantly outside the expected range may have special educational needs.

Special Educational Needs can display themselves in many different ways. These needs may be from any of the following categories;

- **Academic**

A child may have a learning difficulty, if the child has significantly greater difficulty than the majority of children at that age and if the child falls below the normal range of achievement in that age group. Academic difficulties can be categorised into Severe, Specific, General and Moderate Learning Difficulties.

- **Physical/Medical**

A child may have a persistent or temporary physical disability or medical problem which affects their learning, e.g. MS/ME, Cystic Fibrosis, Neurofibromatosis, Speech or Motor difficulties.

- **Emotional and Behavioural**

A child may have a pattern of behaviour which restricts his / her learning, whether they are withdrawn or highly disruptive.

- **Social**

A child's progress may be affected by social circumstances such as a series of home or school moves, family breakdown, bereavement.

- **Sensory Impairment**

A child may have a hearing or visual impairment which could significantly affect their level of progress

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

The school will use its best endeavours to ensure that teaching staff in the school are able to identify and provide for those children who have special educational needs, so far as is reasonably practical and compatible with the child receiving special educational provision.

The school will have recourse to the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with special educational needs and ensure that parents are consulted of a decision by the school that SEN provision is being made for their child.

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

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and the transition process.

Identification, Assessment and Provision

Provision for children with educational special needs is a matter for the whole school. In addition to the Governing Body, the Head teacher, the Inclusion Manager and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

It is our school's aim to identify children with a special educational need as soon as possible in order to plan and implement adequate provision. This is achieved through a combination of monitoring strategies by the Inclusion Manager -rigorous analysis of assessment data, regular meetings with class teachers (both formal and informal), annual reviews and regular meetings with our Educational Psychologist.

Identification and Assessment

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning already established during the

child's pre-school years. This information is tracked in a pupil tracker on the SIMs system. Children are assessed regularly across the year in speaking and listening, reading, writing, mathematics and science. These results are monitored by the Inclusion Leader and team leaders termly and any identified children are discussed with necessary staff and provision is made. If the child already has an identified special educational need, this information will be transferred from the Early Years setting and the SENCO and the class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum
- to inform the EYFS thresholds
- identify and focus attention on action to support the child within the class and/or in the school provision map
- use assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special needs of children whose first language is not English, requires particular care. Where there is uncertainty about a particular child teachers will look carefully at aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in the command of the language that is used there or arise from special educational needs. Advice and guidance will always be sent from the LA.

In order to help children who have special educational needs, the school will record the steps taken to meet the needs of individual children on the school provision map and SIMs system. Each child on the SEN register as School Action Plus will have 3 Individual Education Plans a year with SMART targets written by the class teacher, supported by the Inclusion Leader. These will include targets for behaviour. The Inclusion Leader will have the responsibility for ensuring that the records are maintained and available when required. All School Action children will be highlighted on the school Provision Map. The Inclusion Leader will meet with teachers at least termly to discuss the progress made by children in the intervention programmes.

Role of the Governing Body

Responsibilities include, making sure that:

- they are fully involved in developing and monitoring the school's SEN policy
- all governors, especially any SEN governors, are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school's development plan
- the quality of SEN provision is continually monitored.

Role of the Inclusion Leader

Responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy.
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies

Role of the Class Teacher

The class teacher will:

- identify each child's needs and skill levels
- read the child's file where appropriate
- advise the parents of any concerns
- provide reports for external agencies, including reviews for Child Protection
- monitor and assess progress and maintain appropriate records
- fulfil all other duties required of the class teacher by the Code of Practice
- ensure that the delivery of the curriculum allows each child to experience success.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily. Under these circumstances the class teacher will consult with the Inclusion Leader to consider what else might be done. This review may lead to the conclusion that the pupil needs help over and above that which is normally available within the class or subject area. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress that:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Provision

The Inclusion Leader and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment

This may include:

- different learning materials or equipment
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- some group or individual support (provision map)
- staff development and training to introduce more effective strategies
- access to LA support services for one-off or occasional advice on strategies or equipment.

This intervention will be recorded on the schools SIMs system. This provision is updated and reviewed every half term and progress of intervention programmes is reviewed.

Statement of Special Educational Needs / Education Health & Care Plan (EHCP)

In this case a pupil's educational needs are recognised as requiring resources in addition to those available at the school. Provision for these pupils will be identified in their EHCP and the school will work closely with outside agencies to ensure interventions and support are provided as required, under the SENCO's oversight. All statutory requirements in terms of reviews, EH&C Plans and best practice will be met as required of free schools and academies under all relevant Acts including SENDA 2001 and the Children & Families Act 2014.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with the parents, the school, other agencies, where appropriate, as to whether a statutory assessment of the child's special educational needs is necessary.

A request for assessment may be made through the school, the parent, or a referral through another agency. Where the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally provided by mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement

All children with statements of special educational needs will have short-term targets set for them which have been established after consultation with parents, child include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented as far as possible in the normal

classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher working with the Learning Support Assistant. This information will also be recorded on the school provision map and a separate map will be made for each statemented child.

Annual review of a statement of special educational needs

All statements will be reviewed at least annually, with the parents, the child, the LEA, the school and any professionals involved. They will be invited to consider whether any amendments need to be made to the description of the child's needs or to the provision made within the statement. The annual review will focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. The Inclusion Leader of the receiving school will be invited to the review meeting in Year 6 to allow the receiving school to plan an appropriate IEP for the start of the new school year and to reassure the parents and the child that an effective and supportive transfer will take place.