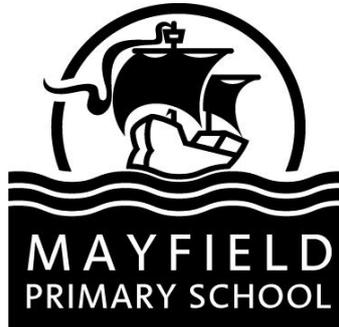


Mayfield Primary School



Policy

Special Educational Needs

Governor committee to review policy:	Premises & Pupil Wellbeing
Staff member with responsibility for review:	Juliette Fraser
Date of last review:	May 2012
Date of next review:	November 2013

Mayfield Primary School

SPECIAL EDUCATIONAL NEEDS POLICY (revised May 2012)

- 1 Introduction and Definitions**
- 2 Aims and Objectives**
- 3 Admissions and Inclusion**
- 4 Access to Curriculum**
- 5 The Role Of The Class teacher**
- 6 The Role of Inclusion Leader and Learning Support Manager**
- 7 The Hearing Support Centre**
- 8 Identification Of and Response To those with SEN**
- 9 The Graduated Response**
- 10 Pupil Participation**
- 11 Partnership with Parents or Carers**
- 12 Monitoring and Evaluation**
- 13 The Role of the Governing Body**
- 14 Allocation Of Resources**
- 15 Transition**
- 16 Training**
- 17 Evaluating Success**
- 18 Concerns and Complaints**

1 Introduction and Definitions:

1.1 Mayfield Primary School endeavours to ensure that each child receives a broad and balanced curriculum to enable all children to achieve standards which reflect their capability. We aim to raise the achievement of all children through our strong ethos of inclusive education with special provision for a wide variety of groups. All children have an equal opportunity to participate in the full curriculum of the school and all its activities. At Mayfield School we are committed to meet the educational needs of all our pupils and to have high expectations for all.

1.2 The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements which could create barriers to learning.

1.3 We work closely with parent and carers to foster genuine communication and partnership. We listen to the children and involve them as much as possible in planning their work. Children with SEN are encouraged to become independent learners and to take responsibility within the school.

1.4 This policy takes account of the Special Educational Needs and Disability Act 2001 and is based on the Code of Practice for Special Educational Needs 2001.

1.5 Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children with the same age; or
- Have a disability which prevents or hinders them making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority; or
- Are under compulsory school age and fall within the either of the definitions above or would do so if special educational provision were not made for them.

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

2 Aims and objectives

2.1 The aims of this policy are:

- To recognise the right of children with Special Educational Needs to be educated within a mainstream setting by creating an environment which meets the special educational needs of each child and reduce the barriers to learning;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To see the process as a partnership between professionals, parents or carers and child and to make clear the expectations of all partners in the process when planning and implementing the child's Special Needs provision;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum, and to have the opportunity to be involved in and contribute to their Individual Education Plans.
- To give parents or carers the opportunity to be involved in and contribute to their child's Special Needs Programme;
- To raise the achievement of all children.

3 Admissions and inclusion

3.1 The governors have noted that in the SEN Code of Practice (2001) it states:

“All schools should admit pupils with already SEN as well as providing for pupils not previously identified as having SEN Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs.”

3.2 Children with statements of educational needs will be included in this school except where the child's inclusion would be incompatible with the efficient education of other children.

3.3 The Inclusion Leader will work closely with the SENCOs of feeder nursery schools in coming to a decision about the most appropriate provision for pupils with special educational needs. She will also liaise with SENCOs of secondary schools to which children at Mayfield transfer.

4 Access to the Curriculum

4.1 Through appropriate curricular provision we respect the fact that children:

- Have an entitlement to a broad and balanced curriculum
- Have different educational needs and aspirations
- require different strategies for learning
- Have varied learning rates and styles and need a range of teaching styles and learning experiences

4.2 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and smart targets, we ensure that children understand the relevance and purpose of learning activities and experience feelings of achievement and success. All children identified as having Special Needs have an Individual Education Plan (IEP).

4.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

4.4 Every effort will be made to accommodate children with physical disabilities.

- The school is single story to allow easy access to the building for those in wheel chairs.
- High visibility markings have been included in both indoor and outdoor spaces to assist those with visual impairment
- Sound amplification systems and radio microphones are used in classrooms and shared spaces to support those with hearing impairments.
- . There are two toilets for the disabled, one of which contains a changing table and shower.
- Fire alarms have both auditory and visual signals.

5 The Role of the Class Teacher

5.1 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy as well as other curriculum areas;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Contribute to IEP 's preparation and review.
- Participating in appropriate training.

6 The Role of the Inclusion Leader and Learning Support Manager

6.1 At Mayfield the Inclusion Leader and Learning Support Manager over see SEN

6.2 In our school the Inclusion Leader

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- Maintains the SEN register (The new Code of Practice makes no requirement to do this but this school believes it is a useful list.)
- Contribute to and manage the records of all children with Special Educational Needs; including attainment tracking data and the School Provision Map.
- Manages the school-based SEN assessment and completes the documentation required by outside agencies and the LEA;
- Act as the link with parents or carers;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made; this includes I.C.T. resources;
- Acts as link with external agencies and other support agencies;
- Ensures advice received from STT and outside agencies is implemented and monitored
- Maintains a collection of briefing and policy documents from outside bodies and information booklets for parents or carers;
- Monitors and evaluates the Special Educational Needs provision and reports to the Governing Body;
- Manages a range of resources, human and material, linked to children with special educational needs.
- Contributes to the professional development of staff
- Manages the work of Teaching Assistants in consultation with Learning Support Manager and class teachers;
- Monitor the progress of children with the SEN
- Chair Annual Review Meetings for children with Statements

6.3 The Learning Support Manager line manages the TA team and supports the Inclusion Leader. Regular communication meetings are held with Inclusion Leader, Learning Support Manager and TA team.

6.4 The Head Teacher, and the Special Needs Governor, also hold responsibility for Special Needs within the school

7 The Hearing Support Centre

7.1 Within the main building of Mayfield School there is a Hearing Support Centre (HSC) for the support of children with profound hearing loss.

7.2 The H.S.C is staffed by a full-time Teacher of Hearing Impaired children who has the mandatory qualification, appointed and supported by the Hearing Impaired Service (South).

7.3 Specialist TAs are appointed by the H.I.S. (South) to facilitate access to the full school and the National Curriculum as appropriate for each pupil.

Each member of staff within the H.I.U. receives both formal and informal training to develop their personal and professional skills including use of BSL and/or Signed Supported English

7.4 A Speech and Language Therapist experienced in working with hearing impaired children provides regular additional part time support to the pupils within the H.S.U. Children are taught to communicate in a variety of ways and are encouraged to use Signing Supported English

7.5 Each hearing impaired child is a member of a mainstream class within the school and has access to the National Curriculum and all school activities as appropriate.

8 Identification Of and Response To Those With SEN

8.1.1 Early identification is vital. Some children will enter school with a need, physical or cognitive, which has already been identified by the Health Service or the pre-school nursery. In this case the school ensures a smooth continuation of care. In the case of children newly identified the Class Teacher informs the parent or carers at the earliest opportunity in order to alert them to concerns and enlist their active help and participation. (See Appendix A for clarification of roles and responsibilities through the stages of identification and response)

8.1.2 The class teacher, subject leaders and the inclusion leader assess and monitor the children's progress in line with existing school practices, as follows:
The Foundation Stage Profile begins the process of building up the picture of a pupil's strengths and weaknesses. Formal and informal assessments from the literacy, numeracy and science strategies are used.

8.1.3 If a pupil meets the agreed threshold criteria formal assessments may be carried out by the Cambridge Access and Inclusion Specialist Teaching Teams (STT) and the Educational Psychologist to determine an appropriate level of support. Children with emotional or behavioural difficulties will be observed or monitored in order to establish a clear picture of behaviour. An Individual Behaviour Plan will be drawn up involving all relevant adults and in consultation with the child.

8.1.4 Where it is thought that a child may have a difficulty with speech and language, hearing, vision or motor control advice from the appropriate service will be sought.

- Relevant information provided by parent or carers.
- We follow guidelines set by the Qualifications and Curriculum Authority (QCA) for supporting children with SEN during end of Key Stage 2 SATs.

8.2 The Inclusion Leader works closely with parents or carers and teachers to plan an appropriate programme of intervention and support.

8.3 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and Inclusion Leader can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

9 The Graduated Response

9.1 Children with Special Educational Needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

9.2 The School uses a graduated model to respond to children's Special Educational Needs as detailed in the Revised Code of Practice (2002). This response is based on two key principles:

- Provision for a child with special educational needs should match the nature of their needs.
- There should be regular recording of a child's special educational needs, the actions taken and the outcomes.

9.3 The SEN Code of Practice states "the key test of the need for action is evidence that current rates of progress are inadequate." (paragraph 5.41) Adequate progress can be defined in a number of ways. For example, it might be progress which

- Closes the attainment gap between child and 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

9.4 Enhanced Differentiation

9.4.1 When the teacher identifies a concern, he or she consults the Inclusion Leader and parent or carers and ensures that the child's needs are met through a differentiated curriculum in order that adequate progress is made. The criteria for adequate progress has been set out above.

9.5 School Action

9.5.1 When a class teacher identifies that a pupil has SEN the class teacher devises interventions which are additional to and different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The Inclusion Leader may also assist in the delivery of this programme. An Individual Education Plan is written and discussed with the parents or carers and the child. The Inclusion Leader takes the lead in -
- Monitoring and reviewing the action
- Planning future interventions for the child in discussion with Colleagues

9.5.2 The triggers for School Action are:

The child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness

- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

9.6 School Action Plus

9.6.1 Inclusion Leader and class teacher, in consultation with parent or carers ask for help from external services.

- Class teacher and Inclusion leader are provided with advice or support from outside specialists.
- Additional or different strategies from those at School Action are put in place and an IEP is written to reflect need.

9.6.2 The Inclusion Leader will take the lead in

- arranging any further assessment of the child
- planning future interventions for the child in discussion with colleagues
- monitoring and reviewing the action taken.
- ensuring staff awareness and training of 'Intimate Care Policy' if required

9.6.3 The triggers for School Action Plus are:

Despite having had an individualised programme and/or concentrated support under School Action, the child:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty 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.

9.7 Statutory Assessments

9.7.1 If the provision above does not result in successful learning the Inclusion Leader may apply to the LEA for Statutory Assessment. Detailed information about the provision at School Action and School Action Plus will be collected as will IEPs, reviews and outcomes. Additional information about the child's health, medical history, National Curriculum levels, attainments in literacy and mathematics, the involvement of other professionals with their reports and the views of the parent or carers and the child will also be sought. The LEA

will use this information to decide whether a statutory assessment is necessary. If so, further information will be sought and a Statement of Special Educational Needs will be written by the LEA.

9.8 Statement of Special Educational Needs

9.8.1 The Statement of Special Educational Needs is a legal document which details the special educational needs of the child and the provision the authority will put in place for that child. This frequently takes the form of some hours of Teaching Assistant time. School placement usually remains the same. The Statement of Special Educational Needs is reviewed each year at school with the parent or carers, teachers, Inclusion Leader and other involved professionals taking part.

9.9 External Agencies/Support

9.9.1 The Inclusion leader will be the focal point of contact for outside agencies.

These may include:

- Specialist Teaching Teams
- Educational Psychology Service;
- Multi- disciplinary Behaviour Support Service;
- Educational Child Protection Service;
- Multi-cultural Education Service;
- Health Service;
- Hearing-impaired Service;
- Visual-impaired Service.

9.9.2 A meeting between the Deputy Head Teacher, Educational Psychologist, Inclusion Leader and STT Lead Teacher is planned to take place each Autumn Term to identify and plan for the educational provision of those children with Special Educational Needs.

10 Pupil Participation

10.1 All children have access to all the activities in the life of the school. We listen to the children and value their opinions. We encourage children to take an active part in reviewing their IEPs and taking responsibility to try to achieve their IEP targets. Children with a Statement of Special Educational Needs are encouraged to contribute to the Statutory Assessment Process both at assessment and at annual reviews.

11 Partnership with parent or carers

11.1 This School acknowledges that partnership with parent or carers plays a key role in enabling children with Special Educational Needs to work towards achieving their potential. We are committed to providing user- friendly information and procedures and taking advantage of parental knowledge and expertise in relation to their child. We gain parental permission before referring children to others for support. The School Prospectus contains

details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' annual report to parent or carers contains an evaluation of the policy in action.

11.2 At all stages of the special needs process, the school keeps parent or carers fully informed and involved. We take account of the wishes, feelings and knowledge of parent or carers at all stages. We encourage parent or carers to make an active contribution to their child's education.

11.3 We have regular meetings each term to share the progress of special needs children with their parent or carers. We inform the parent or carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children

12 Monitoring and evaluation

12.1 The Inclusion Leader monitors the movement of children within the SEN system in the School and especially whether progress in achieving I.E.P. targets links to an improvement in National Curriculum levels. The Inclusion Leader provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

12.2 The Inclusion leader is involved in supporting teachers when drawing up Individual Education Plans for children.

13 The role of the Governing Body

13.1 The Governing Body nominates a governor to oversee SEN provision.

13.2 The school's governing body must, "on at least an annual basis, consider and report on the effectiveness of the school's work on behalf of children with special needs. In drawing up their annual report they may wish to consult support services used by the school, other schools and parents." (SEN code of Practice 2001 para 1.27)

13.3 The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate and ensure that there is an up-to-date SEN policy. They evaluate the progress of children on the SEN Register through monitoring levels attained and report annually to parent or carers on the success of the School's policy for children with special educational needs.

14 Allocation of resources

14.1 The Governing Body allocates funds to meet the needs of pupils with Special Educational Needs. At a meeting of the Governing Body which approves the budget, the Finance Committee draws the attention of governors to the amounts delegated to the school by the L.E.A. under the special needs heading in the Section 42 Statement, and to the

amounts allocated for Special Needs in the proposed school budget. Each annual report to parent or carers also includes this information.

14.2 The Head Teacher is responsible for managing the funds allocated by the governors to meet the differing needs of the pupils in the school with Special Educational Needs.

14.2.1 The Governing Body requires the Head Teacher and Inclusion Leader to ensure that optimum use is made of all resources. Where a child has support provided through a Statement, it is expected that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, provided there is no disadvantage to the pupil to whom they are nominally allocated.

14.3 Staff development takes account of the training needs for staff involved in the education of children with SEN. The governors themselves are responsible for the priority they give to training on SEN when they compile their own plans for governor training.

14.4 The Inclusion Leader works closely with STT staff to ensure additional provision is complementary to that which the school already provides.

15 Transition Arrangements

15.1 Transitional arrangements from KS2 to KS3 involve meetings between this school's class teachers and Inclusion Leader and the teachers and SENCOs of feeder or receiving schools, with the purpose of highlighting the particular difficulties each child may experience and to pass on information. The SENCOS of the receiving school (or a representative) will be invited to attend Y5 and Y6 Annual Statement Review meetings. Class teachers pass on information to the receiving class teacher as children progress from year to year.

16 Training

16.1 In drawing up the staff development and training programmes, the head teacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors, and will include details of training for class and subject teachers, the Inclusion Leader, Teaching Assistants and other ancillary staff.

16.2 The Inclusion leader will assist in the provision of training for teaching and non-teaching staff

16.3 The governors will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for governor training.

17 Evaluating Success

17.1 The success of this policy should be evaluated against the following criteria.

- the culture and practice, as well as the management and deployment of resources are designed to ensure that the needs of all children are met as far as is possible
- a child's special educational needs are identified early in their school career
- interventions drawn on best practice
- the wishes of the child are taken into account when planning to meet his/her special educational needs
- the involvement of children with special educational needs in the school curriculum and other activities
- the independence of pupils with special educational needs
- how pupils with special educational needs take responsibility throughout the school
- how effectively the school seeks advice from other professionals in the management of SEN
- parents/carers work closely with school staff to meet the child's special educational needs
- there is a review each term of every child's special educational needs, interventions used and progress made
- the number of children at different stages of response is monitored

18 Concerns and complaints

18.1 Parent or carers who have concerns about the Special Needs provision for their child should first raise these with their child's Class Teacher, who will consult the Inclusion Leader and then the Headteacher. In the event of difficulties being unresolved a formal complaint or representation may be made. The complaints procedure is in the School Prospectus and a copy of this may be found in the School office.

Appendix A

PROVISION AT DIFFERENT LEVELS OF RESPONSE

The records for all pupils with special educational needs will be kept

- Stage 1:*** *the pupil's class/subject teacher:*
- *identifies that a pupil has special educational needs*
 - *consults the pupil's parents and the pupil*
 - *informs the Inclusion Leader who registers the pupil's special educational needs*
 - *collects relevant information about the pupil, consulting the Inclusion Leader*
 - *gives special help in the classroom through appropriate differentiation*
 - *keeps careful records*
 - *monitors and reviews the pupil's progress.*
- Stage 2:*** *the Inclusion Leader:*
- *advises the class/subject teacher(s), who remain responsible for planning, teaching and recording*

- *marshals relevant information, including, as appropriate, information from beyond the school*
- *ensures that an individual education plan is draw up*
- *informs the parents and the head teacher*
- *monitors and reviews the pupil's progress*

Stage 3 *as stage 2, including:*

- *drawing on the advice of outside specialists.*
- *involving outside specialist in the review process of the individual education plan*
- *inviting the parents to reviews*
- *considering whether the pupil meets criteria justifying application for statutory assessment.*

The advice of outside specialists should be used at all stages. Stage 3 is characterised by the involvement of the specialists on an individual basis.

Stage 4 • *the LEA consider the need for statutory assessment and, if appropriate, make a multi-disciplinary assessment.*

Stage 5 • *the LEA consider the need for a statement of special educational needs and, if appropriate, make a statement and arrange, monitor and review provision.*

ROLES AND RESPONSIBILITIES

The class teacher:

- *identifies that a pupil has special educational needs;*
- *plans what each pupil should learn;*
- *supervises any helpers (such as learning support assistants) involved in the support of pupils, and plans for their contribution to supporting groups or individuals;*
- *assesses and records whether learning has occurred.*

Inclusion Leader:

- *oversees the day to day working of the school's special needs policy;*
- *advises teachers on how pupils might meet planned learning objectives;*
- *co-ordinates provision for pupils with special needs;*
- *maintains the school's special needs register and oversees the records kept by class teachers on all pupils with special educational needs, and which form part of the pupil's individual education plan;*
- *liases with, and works in partnership with the parents of children with special educational needs;*
- *contributes to the training of staff and governors;*
- *liaises with and works in partnership with external agencies, including*

the Educational Psychology Service, Primary Learning Support Service, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, Multicultural Education Service and Visual Impairment Service, and the medical and social services and voluntary organisations.

Head teacher:

has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

“Responsible person”:

The “Responsible Person” is normally the parent or guardian of the child with special needs.

He/ she is informed by the LEA when they conclude that a pupil at the school has special educational needs, and is the person responsible for ensuring that all the appropriate people know about that pupil’s needs.

POLICIES / S.E.N.