# Moor Park Primary School

# Special Educational Needs Policy

Moor Park Primary is a Happy, Caring School Where Everyone Matters and is Encouraged and Challenged to be the Best they can Be.’

**Date Reviewed: November 2017**

**Reviewed by: A. Palmer**

**Approved by governors:**

**Date of next review: November 2018**

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

* has significantly greater difficulty in learning than the majority of children of the same age; or
* has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

# Our Aims

In order to meet the special educational needs of our children at Moor Park we aim to:

* Identify at an early age, those children who need extra help and attention.
* Provide intervention at a suitable level to meet the individual needs of each child.
* Use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the National Curriculum.
* Use resources effectively to support children with SEND.
* Assess and keep records of the progress of children with SEND.
* Recognise and celebrate the achievements of those children with SEND
* Work with outside agencies who provide specialist support and teaching for children with SEND.
* Inform and involve the parents of children with SEND so that we can work together to support our children.
* Encourage active involvement by the children themselves in meeting their needs.
* Encourage each child to participate fully in school life, including extracurricular activities, and develop a feeling of self-esteem within the individual.
* Provide on-going training for all staff working with children with SEND.
* Support the Every Child Matters agenda within the school.

# Types of SEN

SEN is divided into 4 types:

**Communication and Interaction**; this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

**Cognition and Learning**; this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

**Social, mental and Emotional Health**; this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

**Sensory and/or Physical Needs**; this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties, persistent disruptive or withdrawn behaviours and slow progress and low attainment do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

# Co-ordinating SEN Provision

The governors, Headteacher and staff at Moor Park are committed to inclusive education and carry out their duties having regard to the SEN Code of Practice 2002 on the identification and assessment of Special Education Needs. (see Policy for Inclusion)

**The Governors**

The Governors of Moor Park Primary School are responsible for ensuring that the school provides for the needs of its pupils. The governors require information regarding issues surrounding the provision to meet pupils’ educational needs, and to report annually to parents. The delegated SEN Governor liaises at least once a term with the SENCO in order to transfer information between the SENCO and the governing body.

**The Headteacher**

The Headteacher, Mrs J Magson, is the “responsible person” who delegates responsibility for the day-to-day management of the school’s policy and provision by the SENCO, who answers directly to her.

**The Special Educational Needs Co-ordinator (SENCO)**

The SENCO, Mrs A Palmer, in collaboration with the Headteacher and governing body plays a key role in determining the strategic development of the SEN policy and provision in school in order to raise the achievement of children with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies.

The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN. The SENCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children’s needs, by monitoring the quality of teaching and standard of pupils’ achievements, and by setting targets for improvement. The SENCO should collaborate with curriculum co-ordinators so that learning for all children is given equal priority and available resources are used to maximum effect.

The key responsibilities of the SENCO 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 and learning mentor;
* Managing Teaching Assistants (TAs) and special support assistants (SSAs);
* Developing and maintaining the records of all children with special educational needs;
* Contributing to the in-service training of all staff;
* Liaising with parents of children with SEN,
* Liaising with external agencies including the LA’s centrally funded support services, educational psychology services, medical and social services as appropriate.
* Support staff in producing and reviewing personalised plans for all children on the SEND register.
* Provide support and advice to colleagues
* Ensuring that all curriculum initiatives have a special needs element
* Ensuring that cross-phase transfer, particularly into/out of the school is carried out sympathetically
* Keeping abreast of current policy changes and practice to ensure that the school is providing the best possible support for pupils, staff and parents.

The SENCO is also responsible for maintaining the school’s SEN Register. This document is kept electronically and updated at least once per term, following reviews and discussions with staff, external agencies and parent.

**Class Teachers**

All teachers at Moor Park Primary School are responsible for meeting the special educational needs of their pupils.

The class teacher is responsible for ensuring pupils access the National Curriculum and is the key person in identifying pupils with special educational needs. They plan and set work for different abilities within the class, use a range of approaches and strategies and monitor progress and achievement. If an intervention is deemed to be necessary in order to further support a child in their class, they are responsible for the delivery. Class teachers are also responsible for the way in which they deploy teaching assistants or other support within their classroom (however at times intervention strategies may be decided upon at Senior Management level).

**Teaching Assistants**

The school benefits from a number of teaching assistants who are used to support pupils in a variety of ways. Many are now trained in the use of specific intervention strategies such as Read to Succeed, Talking Partners, ABC, 1st Class at Number. All are able to access on-going training through CPD and INSET.

**Specialist Support Assistants**

We currently have 2 SSAs working 1:1 with children in our school. They are able to access on-going CPD and support through discussion with the SENCO or Headteacher.

# Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school’s usual differentiated curriculum and strategies.

**Concerns**

If a teacher or parent expresses concern towards a child an “Expression of Concern” form (Appendix A) is completed giving details of the child’s strengths, areas of concern, strategies and resources already used. The child’s parents/carers are kept informed of the teacher’s concerns and the ‘Expression of Concern’ is passed to the SENCO and discussed. The child will then be closely monitored by the class teacher and regular discussions will take place regarding the child.

At this stage the class teacher is responsible for -

* differentiating all work appropriately for the child
* planning interventions
* speaking to the SENCO about extra resources that may be needed
* enquiring about staff development and training which may help
* Writing a personalised plan for the child, if deemed necessary after discussion with the SENCO (Appendix B).

If the child continues to show a lack of expected progress over a period of time (refer to triggers below), he/she is put on the SEN register and identified as ‘SEN Support’ on the Code of Practice.

The “triggers” that further intervention is needed are one or more of the following:

* Data indicating poor early learning skills at the start and end of EYFS.
* On-going Teacher and TA observation and assessment within the classroom, and/or attainment in termly standardised tests showing one or more of the following:
* the child is working at a level below the national expectation for that Year group
* The attainment gap between the child and his peers is getting wider.
* A previous rate of progress is not being maintained.
* Little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
* The class teacher’s ½ termly assessments showing underachievement in one or more curriculum areas.
* Low scores in diagnostic testing.
* Emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management policy.
* Self-help skills, social and personal skills inappropriate to the child’s chronological age.
* Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
* Has sensory or physical needs and requires specialist equipment, advice or visits from a specialist service.
* Has continuing communication or interaction difficulties.
* For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
* Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
* Other professionals’ concerns e.g. from Medical services, Educational Psychologist, Children Services, Advisory Teachers, etc.

**SEN Support**

If a child is placed on SEN Support the SENCo will ask for help from specialists outside school, this is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Nurse, Behaviour Advisory Team (BAT), Communication Learning and Autism Service (CLAS), CAMHS, etc. With their help strategies which are additional to or different from what is already in place will form the basis of the “Assess, Plan, Do, Review” process for that child.

A personalised plan (Appendix B) is drawn up which records appropriate SMART targets (Specific, Measurable, Achievable, Realistic, Time-bound), strategies/interventions, resources, success criteria (what success will look like), outcomes and suggested next steps. The personalised plan also records the child’s strengths, area/s of concern, the SEN category/s of need and current assessment data.

The personalised plan is shared with parents/carers and is also used to review and plan for the next ‘Assess, Plan, Do, Review’. The plan should record only what is different from or additional to, the differentiated curriculum. Review of the ‘Assess, Plan, Do, Review’ document should be at least termly and should involve parents/carers and the child (where possible).

At a person centred review meeting, the school and parents might decide to request help from external professionals or agencies. The SENCO then completes referral forms for the relevant services and the child would usually be seen in school so that advice can be given to teachers on new targets and strategies. At the review meeting held towards the end of a term, decisions are made about the future actions that may be taken to meet the child’s needs. These may be:

a) to reduce the amount of help.

b) to continue with the existing level of help with new targets being set.

c) to increase the level of intervention if there has been little progress.

**Request for Education, Health and Care Plan**

If the child continues not to make progress, the school, through the Headteacher and SENCo, requests the Local Authority to make a statutory assessment of the child’s SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LA SEN Officer decides whether the child needs a Education, Health and Care Plan to meet their needs.

**Education, Health and Care Plan**

An EHC Plan is a legally binding document which sets out the provision the child must receive to meet his/her SEN. The LEA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. Personalised Plan are still used to set targets for each term. Each year the school must hold an Annual Review with the parents and all the outside agencies involved with the child to assess the child’s progress. A representative from the LEA (SEN Officer) may attend these reviews.

**Links with external agencies**

Behaviour Advisory Teacher – Pam Aspin

Educational Psychologist – Kathryn Robinson

CLAS Advisory Teacher – Ann Scott

Physical Needs Advisor – Anna Peachey

SPLD Advisor – Debbie Allerton

CAMHS

Mainstream support from Park Special School – contact Gill Hughes

School Nurse – Alice Freshney

The Den (domestic abuse)

Trinity Hospice

Speech and Language Therapy

The SENCO attends all local authority cluster meetings.

**Leaving the SEND Register**

If it is felt that a child is making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents will to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

# **Partnership with Parents**

“The school has a duty to inform the child’s parents that special educational provision is being made for the child because the child has SEN”. CoP 5:39

At Moor Park Primary School, teachers and parents work in joint support of their children’s educational needs. Close links are maintained throughout the children’s time at school, Foundation Stage to KS1 to KS2, to liaison with High schools’ SENCOs. Parents are encouraged to keep in contact with the SENCO, Learning Mentor and class teachers so that information can be shared. There are three formal Open Afternoons/Evenings every year. Parents are also consulted at each response to the assessment/review of SEN. The school governing body annually reports to the parents concerning the school policy for SEN provision.

# **Complaints Procedure**

If a parent is unhappy with the ways that Moor Park Primary School is satisfying their child’s learning needs should discuss their concerns with the class teacher and SENCO. (Sometimes misunderstandings can arise and it is important that parents and school, work as a partnership).

If a problem still exists then the Headteacher will meet with both parent(s) and the SENCO to discuss the matter further. The Headteacher will always have to judge how best to use the school’s available resources for the benefit of both the individual child and the whole school community. If the problem is unresolved, the parent(s) can then contact the SEN governor/the governing body, in writing. If there is still no agreement, the parent(s) have the right to appeal to the LEA. The guidelines under the 1966 Education Act will then be followed.

# **Monitoring the success of the SEN Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for children with SEN will be shown by:

* on-going teacher and TA observations of the child in the daily classroom setting
* differentiated short-term planning by the class teacher to meet the child’s needs
* records and evidence of the child’s work showing progress towards curriculum objectives
* evidence of progress towards targets at SEN reviews
* more age-appropriate scores on standardised testing
* records and evidence of the child’s progress towards improving behaviour
* discussion at an appropriate level with the child about their progress
* discussion with parents about the child’s progress
* discussion with outside agencies about the child’s progress

# **Evaluating the success of the SEN Policy**

The success of the policy will result in the needs of all children with SEN being met by:

* Having the systems in place to identify children with SEN as early as possible.
* Making use of good practice in planning for, teaching and assessing children with SEN.
* Regularly reviewing the child’s progress against targets set.
* Providing additional intervention if progress is not adequate.
* receiving appropriate funding from the LEA to support the child’s needs through an EHCP
* Considering the wishes of the child at an appropriate level.
* Having a positive and effective partnership with parents.
* Encouraging a multi-disciplinary approach whenever possible.