



## Maendy Primary School

# Special Educational Needs (SEN) Policy

Date of this review: Spring 2011  
Date of next review: Autumn 2012

Signed: ..... Date: .....  
Chair of Governors

<b>Headteacher &amp; Special Educational Needs Co-ordinator (SENCO)</b>	Mrs J Cresswell
<b>Assistant SENCO:</b>	Mrs D Baker
<b>SEN Governors:</b>	Mrs A Webb
<b>School Psychologist:</b>	Mrs S Park Tel. 01633 648135
<b>School Nurse:</b>	Mrs S Belcher Tel. 01633 623504

#### **Emotional Literacy Team**

Mrs D Baker (HLTA) & Mrs L Colbourne (LSA L2)

#### **School Counsellor**

Mrs J Matthews (BSc Psych. Hons Dip Couns MIBACP)

#### **Occupational Therapy Team**

Team Leader : Mrs A Young (LSA L3)

Supported by: Mrs A Wicks (HLTA) & Mrs J Llewellyn (OT Consultant)

### **1. Introduction**

Maendy Primary School provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Around 17% of children in the mainstream school have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of children having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **2. Aims and Objectives**

Taking cognisance of the Welsh Code of Practice (April 2002) the aims of this policy are to:

- Create an environment that meets the special educational needs of each child;
- Ensure that the special educational needs of children are identified, assessed and provided for;
- Make clear the expectations of all partners in the process;

- Identify the roles and responsibilities of staff in providing for children's special educational needs;
- Enable all children to have full access to all elements of the school curriculum.

### **3. Educational Inclusion**

Through flexible and appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require diverse strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- 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.

We Aim to provide a wide range of services to ensure that all pupils' needs are catered for.

#### **School Psychology Service**

A multi agency approach is used to ensure that all pupils and parents have access to a full range of services. The School's Education Psychologist works closely with the SENCO, Inclusion Service, Social Services and Health Services as appropriate. Pupils are referred to the School's Educational Psychologist by the SENCO with parental permission.

#### **School Health Nurse**

The SENCO refers pupils to the School Nurse for health related issues with parental permission.

#### **Co-ordination Support**

The school undertook a pilot project with the Occupational Therapy Dept at Neville Hall Hospital during June 2007. The scheme has been very successful and all pupils are tested for co-ordination on entering the school - using the ABC checklist.. The administration for this work is undertaken by an appointed LSA. A team of 2 support workers identify pupils whose needs can be catered for through a programme of working within school. Some pupils may need to be referred to the Occupational Therapy Dept at Serennu Clinic, Newport. Pupils receiving support for co-ordination will have IEPs that are shared with parents.

#### **Emotional Literacy**

Many pupils at some time during their school lives require some extra support to help them deal with a situation that is affecting their school work eg bullying, bereavement or family problems. All staff have undertaken SEAL training provided by Torfaen LA.

Parental permission is required for pupils to receive this support. In some case, the LA provides support from the Pupil Referral Unit - this support provides individual help for pupils identified by the school's Psychologist.

#### **Counselling Service**

A qualified counsellor is employed by the school to provide support for pupils and parents. Parental permission is needed for this support and is organised by the SENCO. The School's Counsellor also provides support for the Emotional Literacy Team.

#### **4.Special Educational Needs**

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.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Torfaen.

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 LA.

Welsh Code of Practice 2002:

- The Welsh Code of Practice (2002), instructs schools to distinguish between the different stages of assessment - mainly school based for **School Action** and multi-professional assessment for **School Action Plus and Statemented pupils**.

5. In our school, the Special Educational Needs Co-ordinator (SENCO) and Assistant:

- Manages the day to day operation of the policy;
- Co-ordinates provision and manages the responses to children's special needs;
- Supports and advises colleagues;
- Maintains the school's SEN register;
- Contributes to and manages the records of all children with special educational needs;
- Manages the school based assessment and completes the documentation required by outside agencies and the LA;
- Acts as a link with parents;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Acts as a link with external agencies and other support agencies;
- 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.

#### **6.The Role of the Governing Body**

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 LA and other schools, when appropriate and report annually to parents on the success of the school's policy for children with special educational needs. The governing body will do its best to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practicable and compatible with the child receiving the special educational provision their learning needs calls for and the efficient education of the pupils with whom they are educated and the efficient use of resources.

### **7. Allocation of Resources**

The SENCO and Assistant are responsible for the operational management of the specified and agreed resourcing for special needs provision within the mainstream school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### **8. Assessment**

- Early identification is vital. The class teacher informs the parents and SENCO at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and SENCO assess and monitor the children's progress in line with existing school practices.
- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support (see Appendices).
- The assessment of children reflects as far as possible, their participation in the whole curriculum of the school. The class teacher and SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The school uses a staged model to respond to children's special educational needs.

#### **Cause for Concern:**

- Class teacher makes a note of concerns
- Extra support is given in class, where possible
- Parents are informed
- Progress is monitored
- SENCO is informed

#### **School Action:**

If no progress has been made, the child is, with the parents' consent, placed on the SEN register:

- An IEP is put in place (3/4 targets maximum) and where possible, additional support is given
- IEP is reviewed at termly intervals (October, February, May)
- SENCO is kept informed
- Referral to outside agencies is considered

#### **School Action Plus:**

- Outside agencies are involved and an Annual Review
- IEP continues to be maintained and reviewed termly
- The LA considers statutory assessment

#### **Statemented Pupils:**

- The LA issues a formal statement of SEN
- IEP continues to be reviewed termly
- An Annual Review in conjunction with LA takes place

#### **9.Reviews**

The SENCO organises support staff (LSA L3s and HLTAs) to undertake the administrative task of writing IEPs on behalf of class teachers. It is the responsibility of the class teacher however to review and set new targets.

Review and monitoring of a child's achievements are a vital part of the continuum of assessment and reviews outlined in the Code of Practice (2002). All children on the SEN register are reviewed at least once a term. If a child's progress is causing particular concern eg. deteriorating behaviour, then obviously reviews are conducted as a matter of urgency.

**Cause for Concern** – reviews are recorded on the form.

**School Action/School Action Plus** – reviews are recorded on the IEP. Reviews are clearly dated and describe what action needs to be taken. Parents view are sought and their signatures required on the IEP.

**Statemented Pupils** are reviewed annually as well as termly. Early arrangements are made to ensure that as many outside agencies as possible can attend.

#### **10.Access to the Curriculum**

All children are entitled to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities,
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment used to inform the next stage of learning. Differentiated work is identified in short term planning.

Individual Education Plans, which employ a small steps approach, feature significantly in the provision offered by the school. By breaking down existing levels of attainment into finely graded steps and targets, children experience success. All children on the Special Needs Register at School Action, School Action Plus and Statements have an IEP. These IEPs will identify three or exceptionally, four targets.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times however, in order to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.

### **11.Partnership with Parents**

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 Parents* contains an evaluation of the policy in action. Named governors take a special interest in special needs and are always willing to talk to parents. At all stages of the special needs process, the school keeps parents fully informed and involved. The wishes, feelings and knowledge of parents are taken account of at all stages. Parents are encouraged to make an active contribution to their child's education and parents are required to sign IEPs at termly meetings and are included in decision-making.

### **12.Monitoring and Evaluation**

- The SENCO and Assistant monitors the SEN register, provides staff and governors with regular summaries of the impact of the policy on the practice of the school, and support teachers involved in drawing up IEPs for children. Regular staff meetings are held to review the work of the school in this area.
- The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

**This Policy was introduced in September 2009**

**This policy will be reviewed annually**

Appendix 1

### **Assessment Tools**

- 1) Baseline Assessment on entering school
- 2) Teachers' termly assessments monitored by Raising Attainment Group.
- 3) BSVP - Reception
- 4) End of KS1 Teacher Assessments
- 5) CATs Year 4
- 6) GRTII Reading Test - Year 2- 6
- 7) End of KS2 Teacher Assessments



**MAENDY PRIMARY SCHOOL SPECIAL NEEDS LOG**

Child's Name:

Dob:

Sch Year:

**SCHOOL ACTION**

Action				Date	Information				Date
Initial Concern					School Records				
Put on Register					Observations				
Parents Informed and/or Info					Parent's Vies				
Requested					Standard Tests				
					Other				
IEP/GEP	Started	Rev 1	Rev 2	Rev 3	Rev4	Rev 5	Rev 6	Rev 7	Rev 8
Date									

**SCHOOL ACTION PLUS**

Action				Date	Notes					
Moved to School Action Plus										
Parents Informed										
Advice Sought										
EPS										
Other										
IEP	Started	Rev 1	Rev 2	An Rev	Rev 4	Rev 5	An Rev	Rev 7	Rev8	
Date										

**APPLICATION FOR STATUTORY ASSESSMENT**

Date of Application to LEA	Outcome

<b>MAENDY PRIMARY SCHOOL</b>		
<b>SCHOOL ACTION: CAUSE FOR CONCERN REPORT</b>		
Name of Pupil:	DOB	Age
Class:	Sch Year:	Date:
Date First Registered:		
Reading		
EBD		
Mathematics		
Written Language		
Spelling		
Handwriting		
Speaking and Listening		
<i>Parental Views</i>		
Have parents been informed	Y/N	
Pupils Comments		
Parents Comments		
<i>Medical/Pastoral Information</i>		
Hearing Difficulties		
Visual Difficulties		
Speech and Language Difficulties		
Other Medical Problems		
Attendance Problems		
Social Services Involvement		
Other Information		
Reviewed	Reviewed	Reviewed
Action	Action	Action

Name		Individual Education Plan		Stage	
Areas of Concern		Start Date		Year Group/IEP No	
Class Teacher		Proposed Support		Review Date	
Supported by				Support Began	
Targets to be achieved	Achievement Criteria	Possible resources/ techniques	Possible class strategies	Ideas for support/ assistant	Outcome
Parents/Carers need to					
Student needs to					

