



# Staveley CE Primary School

## SPECIAL EDUCATIONAL NEEDS POLICY

### **Our Aims**

- To provide an inclusive education where every child in the school community is accepted and equally valued and where every child is encouraged and achieves success.
- To ensure that all children have access to a broad and balanced curriculum that is appropriately differentiated and relevant to their individual needs.

### **1. Objectives of the Governing Body 2019- 2020**

At Staveley Primary School the governing body will do its best to ensure that the necessary provision is made for any pupil who has special educational needs.

In order to achieve this we will:

#### **a) Maintain good working relationships with staff, parents, carers and the community**

Over the next twelve months our communication related targets are;

- Regularly meet with support staff on a half termly basis, to discuss training, issues that arise and support each other.
- Continue to improve our communication with the parents and the local community, including schools and outside agencies.
- Use the knowledge of our parents to support the staff and children in developing their knowledge and understanding.

#### **b) Ensure that all children have access to an appropriate curriculum and work is differentiated as and when appropriate.**

Over the next twelve months our learning related targets are;

- Transition meetings arranged between class teachers, Secondary school SENDCos and external agencies when required.

#### **c) Ensure that all children make progress and achieve their appropriately set targets.**

Over the next twelve months our assessment related targets are;

- Maintain organisation of writing IEPs by making time in staff meetings for staff to consult SENDCo and set new targets for IEPs
- Vulnerable pupils to be identified between class teachers, SENDCo and Head Teacher, provision put in place if required and monitored through tracking.

## **2. Roles and Responsibilities**

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Staveley School this role is undertaken by Mrs Sue Clough who will meet regularly with Miss Strange (Head Teacher) and Hilary Loy (SENDCo).

The Head teacher is the school's 'responsible person' and manages the school's special educational needs work. The Head teacher will keep the governing body informed about the special educational needs provision made by the school.

The SENDCo and Head teacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENDCo and Head teacher will identify areas for development in special educational needs and contribute to the school's development plan. They will co-ordinate provision at SEN support level and for pupils with statements or EHCPs.

All teaching and non-teaching staff will be involved in the formulation of the special educational policy. Teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and monitoring their progress. All teachers who have the responsibility for areas of the curriculum will review and monitor the progress made by pupils in their subject area and the effectiveness of resources and other curriculum materials. All staff will work closely with the SENDCo.

## **3. Admission Arrangements**

At Staveley Primary School we admit pupils with special educational needs in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having a disability or special educational needs at early years.

## **4. Access for Disabled**

To ensure access for pupils or parents with disabilities the school has recognised the importance of offering the necessary support to allow all pupils and parents to participate in the full life of the school.

As part of an Accessibility Plan, formed by the Headteacher and Governors, the school has ensured that improvements made in accessing the curriculum and in the physical features of the school, allowed pupils an increase in access to education and associated services.

## **5. Resources**

The governors will ensure that the needs of pupils are met by employing a SENDCo. The Headteacher and SENDCo will use a child's statements and LA banding document to identify the areas of pupil need and make appropriate provision. The governors will ensure that support staff are employed to support staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that money is set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training.

## **6. Identification, Assessment and Reviews**

At Staveley Primary School we assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years or previous school. We make full use of information passed to us when a child transfers from either early education provision or schools within the primary phase.

If a child has an identified special educational need when they start at the school, the Head teacher, SENDCo and class teacher will

- use information arising from previous educational experience to provide starting points for the development of an appropriate curriculum,
- identify and focus attention on the child's skills and highlight areas for early action to support the child in class,
- use assessment procedures to allow the child to show what they know, understand and can do, as well as identify any learning difficulties
- Involve parents in developing and implementing a joint learning approach at home and in school.

Each teacher within the school has a responsibility to the children in their class who have a special need, and in part that means drawing the SENDCo's attention to any pupil they suspect may have a special educational need.

Teachers concerned about a pupil, as a first response, must consider the following

- Is differentiation adequate?

- Are TA's skilfully deployed in the support of low-achieving pupils?
- Are suitable resources available to meet the needs of all pupils?
- Is the classroom environment inclusive for all pupils?
- Are parents sufficiently involved and informed of their children's progress?

If the class teacher continues to feel that there is a concern, then in consultation with the SENDC $\sigma$ , they create an Expression of Concern (EoC). Once an Expression of Concern is created the child is observed, targeted and monitored. During this 'Period of Concern' the class teacher gathers evidence, informs the parents of their concern and the SENDC $\sigma$  places the child on the Monitoring Record.

If a child's performance remains a concern and they fail to make adequate progress the class teacher, parents and SENDC $\sigma$  will consider the criteria for SEN support. At this point the SENDC $\sigma$  and class teacher gather the information and evidence available about the child and devise an appropriate IEP with specific learning and behaviour targets to suit the needs of the child. Parents are then invited to come into school to discuss the targets and sign the IEP each term.

If a pupil fails to make adequate progress despite the additional support which the school gives over a period of two IEPs then outside advice will be sought.

The school will contact external support services, both those provided by the LEA and by outside agencies. These will:

- provide more specialist assessments
- give advice on the use of new or specialist strategies or materials
- In some cases provide support for particular activities.

IEPs will be reviewed every term and parents are invited to attend reviews for statements or EHCPs. If a child has a statement of special educational needs the school will follow the procedure for the school-based provision, ensuring IEPs are prepared and review meetings take place, and in addition the SENDC $\sigma$  will submit written reports on the pupil's progress and request written advice from the parents and agencies involved for the annual review meetings.

## **7. Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them 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; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

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. 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. There is a strategic room within school to facilitate this.

### **8. Access to the full life of the School**

Staveley Primary School expects pupils with special educational needs and disabled pupils, including those with long-term health conditions to participate fully in the life of the school. This includes access to homework, sports days, visiting theatre groups or story-tellers, extra-curricular activities and school trips.

The school makes reasonable adjustments to accommodate all pupils, including seeking advice from outside agencies, organising special arrangements, adapting equipment and enhancing staff knowledge through training.

### **9. Complaints**

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENDCo and class teacher will meet with the parent or carer and discuss their concerns and possible amendments to the provision. It is at this point that parents will also be offered the opportunity to discuss in more detail their concerns with an Outside Agency, in particular the Educational Psychologist or School Nurse. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Headteacher is unable to resolve the difficulty, the parents concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

### **10. Training**

The governors will ensure they are kept fully informed of their statutory responsibilities by attending training and receiving regular updates from the Head teacher/SENDCo.

The SENDCo and Head teacher will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENDCo will develop her skills through attendance at specialist training discussions with outside

specialists and reading. The SENDC $\sigma$  has completed the National Award for SEN Co-ordination (NASENCO).

The English and Maths Subject Leaders will keep fully up to date about the curriculum and the effects the planning and teaching will have on children with special educational needs. They will keep the SENDC $\sigma$  informed of any appropriate resources that may be required.

The Assessment Subject Leader will liaise with the SENDC $\sigma$  to discuss the progress of children with special educational needs and up to date assessment materials that may be used to assess the children on the Special Educational Needs Record.

Other teaching staff will be kept up to date informally by the Head teacher/SENDC $\sigma$  and formally at staff meetings and INSET training.

Non-teaching staff that support pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by the Head teacher/SENDC $\sigma$  at non-teaching staff meetings that are held when the need arises and through access to the School Portal.

## **11. Outside Agencies including Health Services**

The school recognises the importance of working supportively and in partnership with outside agencies, parents and the pupils themselves. Teachers have a great deal of expertise in identifying and meeting the needs of their pupils, external support services can however play an important part in helping schools identify, assess and make provision for pupils with special educational needs. All parents are given contact details and information about the agencies they require.

### Educational Psychologist Service

The Educational Psychologist Service provides help in clarifying problems and devising problem solving strategies; in carrying out specialised assessments and evaluating individual pupil progress.

### LA Services

The Specialist Advisory Service employs specialist special educational needs teachers who provide advice to facilitate the successful inclusion of pupils with special educational needs. They provide a range of services and can offer direct teaching for individual pupils and groups.

### Educational Welfare Service

This service works closely with schools to resolve attendance issues and deals with the education provision of those children who have been excluded from school, or working with the school when a child is at serious risk of disaffection or exclusion.

### Health Professionals

The school works closely with health professionals such as speech and language therapists, occupational therapists and physiotherapists, as well as doctors and the school nurse.

### Social Services

This service participates in multi-agency meetings on assessments and making statements. The SEN designated officer within the service ensures that schools can seek social work advice on children who may have special educational needs.

### LAC

This service ensures that every child who is 'looked after' by the local authority has a Care Plan. The overall Care Plan incorporates the Personal Education Plan and includes information on the special educational arrangements made for the child and involves parents, carers and the child in forward planning.

## **12. Parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school.

We have regular teacher and parent consultations to share the progress of all children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **13. Links**

The school recognises that links with the local community, in particular special schools have mutual benefits to both staff and pupils. The curriculum expertise and resources of a special school can help our teaching staff to ensure access to the curriculum for all pupils. We aim to develop our contact between different schools to benefit from the expertise, resources and courses they offer. Our Local Offer is now available on our website.

Miss Hilary Løy

SENDCo

Written November 2019