



SPECIAL **EDUCATIONAL NEEDS** **POLICY**

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**National Award for SEN (NASENCO award) started
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SENCO is a member of the Senior Leadership Team

**This policy was developed in consultation with staff,
parents, governors and pupils, and it reflects the SEND Code
of Practice (2014), 0-25 guidance.**

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Introduction

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 or them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) 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. We always ensure that there is quality first teaching in our school for all pupils - pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalized teaching.

Everyone at Barlow CE Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. We believe that every teacher is a teacher of every child or young person, including those with SEN. The Special Needs policy at Barlow CE School supports the stated ethos of the school that:

“Inspired and underpinned by strong Christian values, we are committed to excellence in all aspects of our community.

We achieve this by nurturing, motivating and raising the aspirations of each individual, so that they fulfill their full potential as a unique and valued child of God”

Aims and objectives

Our school's aim is that we raise the aspirations of and expectations of all pupils with SEN, and as such our school provides a focus on outcomes for children and young people and not just hours of provision/support.

In order to meet the special educational needs of our children at Barlow CE School we will:

- Identify those children who have SEN as soon as possible by considering the needs of the whole child, not just the special educational needs of the child or young person. Children may have SEN in one or more of four broad areas of need. These are categorized as follows:

Communication & interaction
Cognition & Learning
Emotional, Social & mental
Sensory and/or physical needs.

- Provide intervention at a suitable level when a child is identified as having SEN.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies who provide specialist support and teaching for children with SEN.
- Work closely and in partnership with the parents of children with SEN so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.
- Support the Every Child Matters agenda within the school.
- Work within the guidance provided in the SEND Code of Practice 2014
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Policy.

3 Co-ordinating Provision

The Special Educational Needs Co-ordinator (SENCO)

Laura Pfluger is responsible for the arrangements for SEN provision throughout the school. As SENCO, Miss Pfluger

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- works closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- manages those Teaching Assistants attached to individual children with statements or funding at Enhanced Early Years/School Action Plus.
- Works closely with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.

4 Access

Access to the school environment

Barlow CE School is on a level site with easy access to all areas, both inside and outside, for children with mobility or visual problems. Ramps have been installed where appropriate.

Access to the National Curriculum

The SEN provision at Barlow CE School is based upon the Inclusion statement in the National Curriculum 2000 document of

- setting suitable learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning.

All classteachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to ability.
- grouping of children according to ability for literacy and numeracy to ensure that tasks are suitably matched to ability.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal group and 1:1 teaching by the SEN staff.
- accessibility to resources to support pupils with sensory or physical difficulties
- alternative means of accessing the curriculum through ICT, and use of specialist equipment
- peer group support through mixed ability grouping, paired reading and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school "Going For Gold" Behaviour Policy.
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.
- In-Service training for all staff on the needs of children with SEN

Access to information

- Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form eg. by reading aloud, overhead projections and use of diagrams and pictures.
- Information about the school is available to all on the school's own website.

5 Identification and assessment

Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. In the Foundation Stage the assessments are:

Reception baseline assessment
Early Years Foundation Stage (EYFS) Profile and ELG goals

In Key Stage 1:

- The P scales, using the North Yorkshire PIVATS programme for both learning and behaviour.
- termly assessments of progress in all subjects using progress bands in Target Tracker.
- the end of Key Stage 1 SATs tests

In Key Stage 2 the assessments used are:

- ongoing profiles of progress towards objectives in all curriculum areas
- the P scales, using the North Yorkshire PIVATS programme, for children working outside the national expectations for their age group
- termly assessments of progress in all subjects using progress bands in Target Tracker.
- the end of Key Stage 2 SATs tests

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. We have adopted the "graduated" approach set out in the 2002 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following:

- ongoing teacher and TA observation and assessment within the classroom, and/or attainment in annual 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.
- PIVATS assessments in KS1, and in KS2 showing how far below the national expectations the child is working
- the classteacher's annual assessment profiles showing underachievement in one or more curriculum areas
- low scores in diagnostic testing
- diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After children, in liaison with Children's Services
- 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.

The Graduated Response

1 Identified Concern

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCO and the head teacher.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the category, "Identified Concerns".

2) SEN SUPPORT

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

An Individual Education Plan (IEP) is written by the class teacher and the SENCO for the child. This sets out the learning or behavioural targets (usually up to 4 in all) that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate language and the IEP is sent out to the parents. Progress towards the targets is discussed at Parent's evenings, or by request at other times through discussions with the class teacher or SENCO.

At the IEP review 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.

3) FURTHER SEN SUPPORT

If a child continues not to make adequate progress at 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 Doctor, Speech Therapist, and specialist teachers from the

EMS. With their help strategies which are **additional to or different from** those at SEN Support will form the basis of future IEPs.

Request for Statutory Assessment

If the child continues not to make progress, the school, through the Head teacher and SENCO, requests the Local Education 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 LEA Special Needs Officer decides whether the child needs a "statement" of SEN to meet their needs.

Education Health Care Plan (formerly Statement of SEN)

An Education Health Care 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. IEPs are used to set targets each term as before. 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 may attend these reviews.

6 Partnership with parents

Parents of children with SEN are consulted right from the beginning, and are kept fully informed of the provision that is being made for their children. Parents work with the class teacher and/or SENCO to agree the outcomes desired for their child, with input from the child themselves. They then receive a copy of the child's IEP each term and are invited to review progress towards the targets at the class Parent's Evenings and at termly review meetings. Class teachers and the SENCO have regular meetings with parents and encourage active involvement with the school to help their children to overcome their difficulties. The school will always ask permission of parents before approaching other professionals and outside agencies for information about their child.

The Local Authority "Local offer " details the full range of services and provision for families of children with SEN. It can be accessed via the following link:

<http://www.northyorks.gov.uk/article/23542/SEND-local-offer>

The SEN information Report is updated annually, and gives details of our school's response to the Local Offer. (Regulation 51 part 3, section 69(3) of the Act)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Our SEN Information Report is on our website.

7 Considering complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified by the school, or if they are unhappy with the provision the school is making for their child with SEN, they should talk first to the child's class teacher. If the parents think that the child should be given more support

they should raise their concerns with the SENCO and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may choose to raise their concerns with the school's governors.

Parents may ask the LA to conduct a statutory assessment of their child at any time. The LA must comply with the request, unless they have made a statutory assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The LA will then inform the parents. If the parents disagree with the decision they have the right to appeal to the SEN Tribunal within two months of the decision being made.

If the LA makes a statutory assessment, but decides at the end of that process not to draw up a statement of SEN for the child the parents again have the right to appeal to the SEN Tribunal.

8 *The role of the governing body*

The governing body strives 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 has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

9 *Allocation of resources*

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

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

The head teacher and the staff meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

10 *Monitoring and evaluation*

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
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the IEP 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
- successful requests for additional funding at statement and ESAP levels

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 of 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 at ESAP and statementing levels.
- considering the wishes of the child at an appropriate level.
- having a positive and effective partnership with parents

11 Links with other schools/Transition arrangements

The SENCO and the Foundation Stage class teacher arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Barlow. When a child already has a statement or EYAP funding they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition the SENCO provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For statemented pupils the SENCO arranges a meeting with the SENCO from the chosen Secondary School, the class teacher at Barlow, the parents and the child during the summer term prior to transition. During this meeting a tailored action plan will be drawn up to ensure the child's needs are met during this transition period.

12 Links with other services

LEA

Schools Special Needs Officer for children with SEN

Educational Psychology Service

Specialist teachers from Enhanced Mainstream Schools – Barlby High School, Barwick

Parade CP and Thorpe Willoughby School

Sensory, Physical & Medical Teaching Service

The Medical Service

School Nurse

CAMHS (Limetrees, York)

Speech & Language Therapy Service

Physiotherapy Dept & Occupational Therapy

Specialist Services

Others

Parent Partnership Service

Autism Outreach

NYPACT

- 13** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Reviewed : July 2016
Next Review : July 2017